DOCUMENT RESUME

ED 346 327 CE 061 418

TITLE	Structures of the Education and Initial Training Systems in the Member States of the European Community.
INSTITUTION	Commission des Communautes Europeennes (Luxembourg).; European Centre for the Development of Vocational Training, Berlin (Germany).; EURYDICE European Unit, Brussels (Belgium).
REPORT NO	ISBN-2-87116-164-X
PUB DATE	90
NOTE	186p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Apprenticeships; *Compulsory Education; *Educational Administration; *Educational Responsibility; *Elementary Secondary Education; Employment Programs; Foreign Countries; Job Training; Preschool Education; *Vocational Education; Youth Programs
IDENTIFIERS	Belgium; Denmark; *European Community; France; Germany; Greece; Ireland; Italy; Luxembourg; Netherlands; Portugal; Spain; United Kingdom

ABSTRACT

This publication describes the education and initial vocational training systems for young people in the Member States of the European Community. The section for each country represents the particularities of the individual nation. In each case, the first chapter deals with the responsibilities for and administration of the education system. The subsequent chapters cover preschool, primary, and secondary (general, technical, and vocational) education and initial vocational training. Each chapter by level of education also contains recent statistical data regarding pupil, teacher, and school numbers. Specific administrative responsibilities for initial vocational training are included in this chapter. Initial vocational training covers provision outside the school system. Diagrams of the education and training systems are found at the beginning of each country's section. These countries are profiled: Belgium, Denmark, the Federal Republic of Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, the Netherlands, Portugal, and the United Kingdom. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 340 [illegible]

STRUCTURES OF THE

EDUCATION AND INITIAL TRAINING SYSTEMS

IN THE MEMBER STATES OF THE EUROPEAN COMMUNITY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Diel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

STRUCTURES OF THE

EDUCATION AND INITIAL TRAINING SYSTEMS

IN THE MEMBER STATES OF THE EUROPEAN COMMUNITY

1990

Prepared and published by

EURYDICE
The Education Information Network in the European Community

&

CEDEFOP
European Centre for the Development of Vocational Training

EURYDICE European Unit
Rue d'Arlon 15
B-1040 Brussels

CEDEFOP
Bundesallee 22
D-1000 Berlin 15

on behalf of the
Commission of the European Communities
Task Force: Human Resources, Education, Training, Youth
Rue de la Loi 200
B-1049 Brussels

Cataloguing data can be found at the end of this publication.

Brussels: Eurydice European Unit, 1991.

ISBN 2-87116-164-X
D/1991/4008/13

Reproduction in whole or in part of the contents of this publication is authorised, except for commercial purposes, provided the source is acknowledged.

Printed in Belgium.
Cover: TRAVEL PICTURES EXPLORER

Preface

The Commission is very pleased to present this description of the education and initial vocational training systems for young people in the Member States of the European Community. The document has been prepared on the initiative of EURYDICE, the education information network in the European Community, in collaboration with the European Centre for the Development of Vocational Training (CEDEFOP).

In general, it follows the approach used for the EURYDICE publication of 1986 which described the administration and structure of compulsory education in the twelve Member States. The present document extends the original EURYDICE publication by including post-compulsory secondary education - general, technical and vocational - and initial vocational training for young people.

This joint product, resulting from the long-standing cooperation between EURYDICE and CEDEFOP, should be the first of a series of products - to include individual monographs of the education and training systems of the Member States of the European Community. EURYDICE has also established, for its internal use, automated national dossiers on the education systems; the Commission, EURYDICE and CEDEFOP are preparing an extension of these dossiers to include vocational training, and they will then be offered on an on-line basis to a wider audience.

The increased mobility within the education and training systems, which has led to, and been a result of, the European Community programmes in these fields, makes reliable, accessible and readable information concerning the education and vocational training systems an even greater necessity than before. The increasing obsolescence of the traditional dividing lines between education and training makes a joint publication concerning the education and training systems, such as this one, of particular relevance and importance.

H.C. JONES
Director
Task Force: Human Resources,
Education, Training, Youth
Commission of the European Communities
June 1991

Introduction

As in the original EURYDICE publication of 1986, describing the administration and structure of compulsory education in the twelve Member States, this revised and extended document deals with all Member States in a broadly similar way in order to facilitate comparison between them, if desired. However, in an effort to better represent the particularities of the different national education and training systems the chapters by country have not been rigidly standardized.

In all cases, the first chapter deals with the responsibilities for and administration of the education system. The information has not been fitted to a list of common points for all countries but rather relevant subtitles have been fitted to the various points of information reflecting the national situation.

The following chapters cover pre-school, primary and secondary (general, technical and vocational) education and initial vocational training for young people. These chapters are again organized according to the national situation. For instance, no artificial division has been made between pre-school and primary education or primary and lower secondary education when there is no division in national terms. Where appropriate, subtitles concerning curricula and assessment have been added. Each chapter by level of education also contains recent statistical data regarding pupil, teacher and school numbers.

Specific administrative responsibilities for initial vocational training have been included in the chapter on this rather than in the first chapter by country. Initial vocational training covers provision outside the school system such as apprenticeship, youth training programmes and other specific courses.

It should be mentioned that the information provided is purely descriptive and no attempt to compare or evaluate the systems has been made.

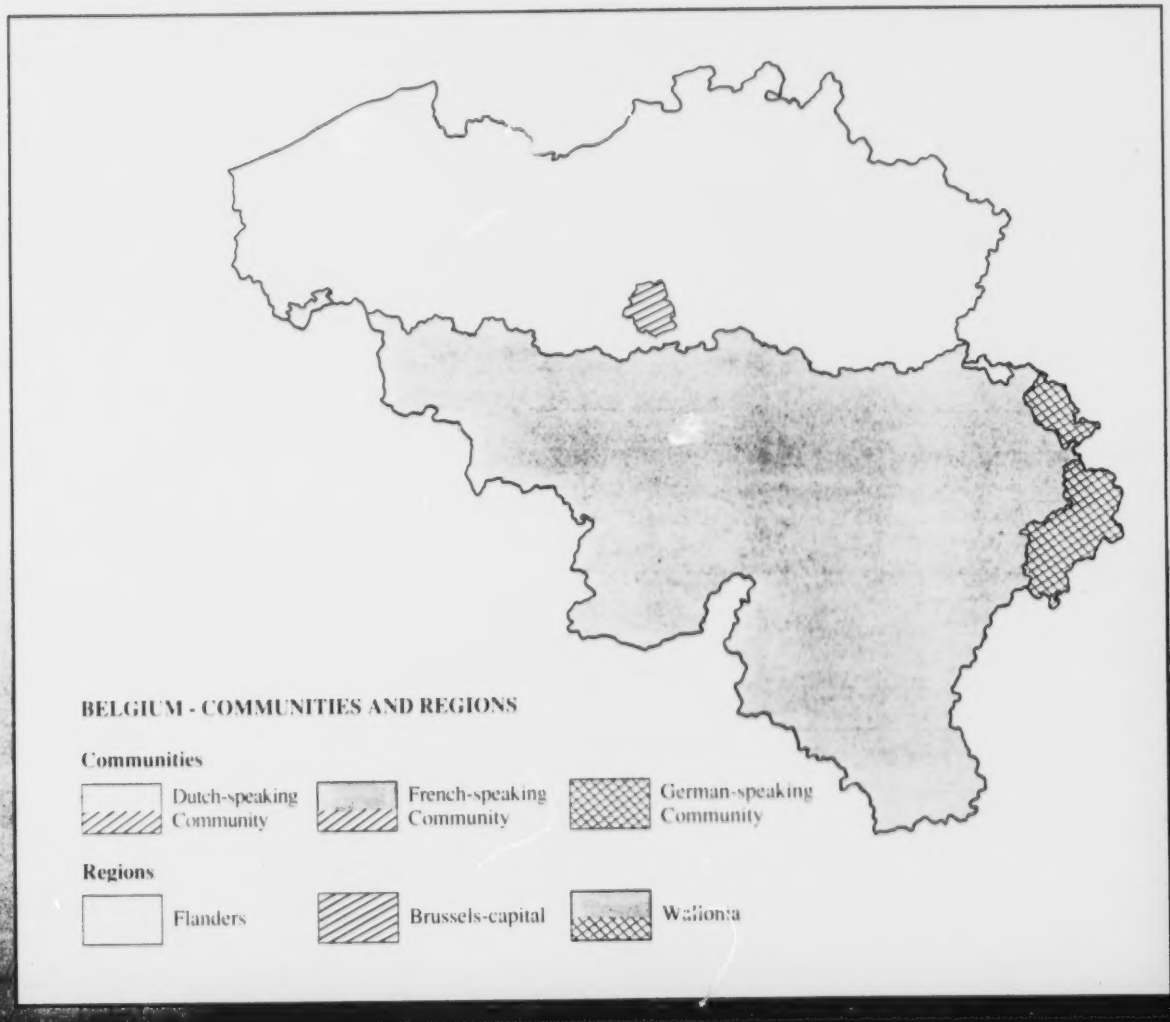
Diagrams of the education and training systems can be found at the beginning of each country. Although brief explanatory notes have been added, these diagrams are intended strictly for use in relation to the texts in the chapters that follow.

Information concerning the education systems has been prepared by Julia Martin-Bletsas of the EURYDICE European Unit and has been validated, through the EURYDICE National Units, by the competent national authorities. Information on initial vocational training, with the exception of the Federal Republic of Germany, has been prepared, under contract to CEDEFOP, by Florence Gerard and has been subject to consultation with the members of CEDEFOP's Management Board.

Contents

BELGIUM	9
DENMARK	23
FEDERAL REPUBLIC OF GERMANY	37
GREECE	57
SPAIN	73
FRANCE	91
IRELAND	105
ITALY	119
LUXEMBURG	135
NETHERLANDS	147
PORTUGAL	159
UNITED KINGDOM	175

BELGIUM


BELGIUM - COMMUNITIES AND REGIONS
Communities
Dutch-speaking Community
French-speaking Community
German-speaking Community
Regions
Flanders
Brussels-capital
Wallonia

Belgium

1. Responsibilities and Administration 13

2. Pre-School Education 15

3. Compulsory Education 16

3.1 Primary education 16

3.2 Secondary education 17

4. Part-time Education/Training 20

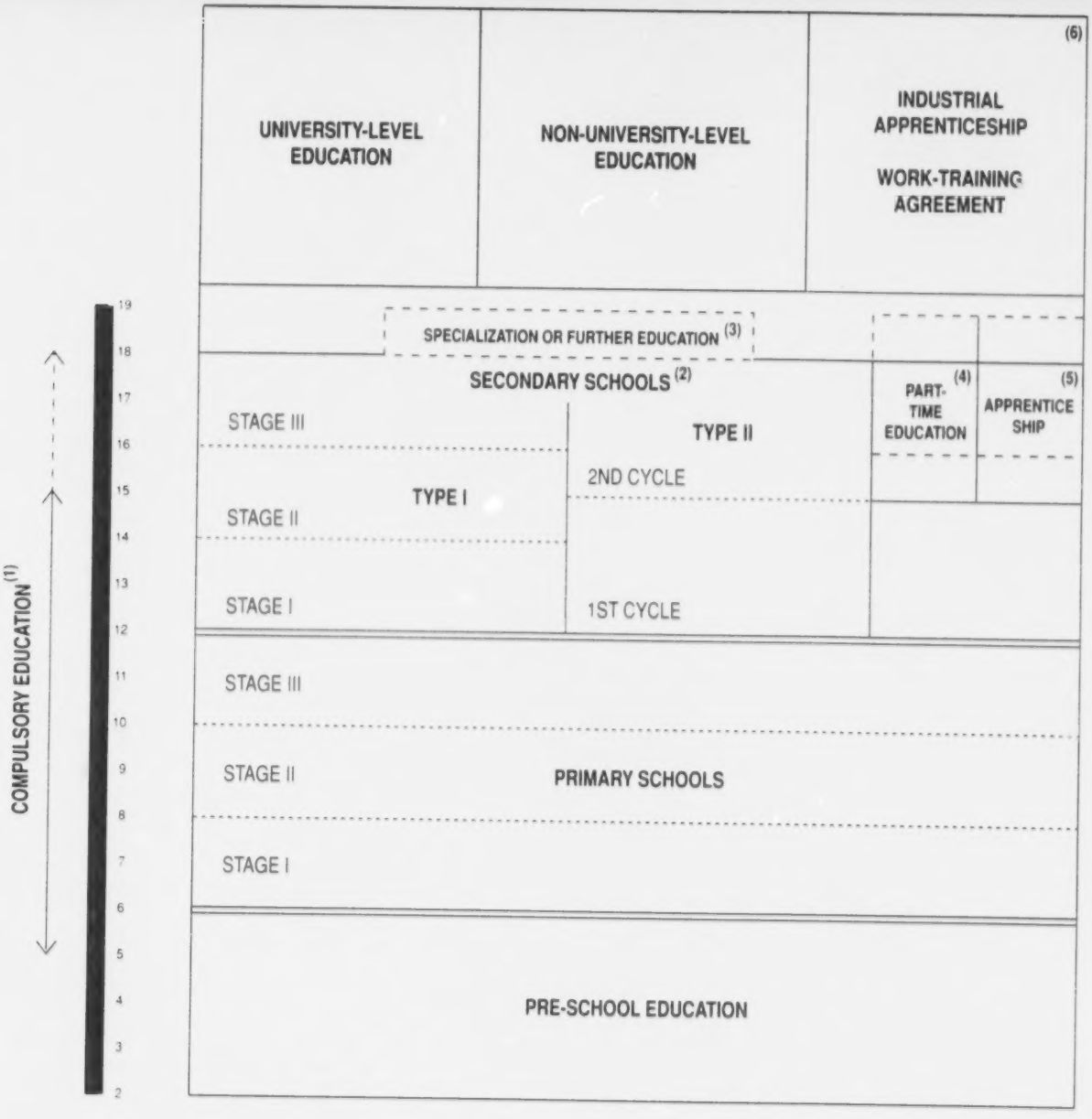
4.1 Part-time compulsory schooling 20

4.1.1 Part-time education 20

4.1.2 Apprenticeship 20

4.1.3 Recognized training course 21

4.2 Work-training agreement 21



1. Compulsory education covers twelve years, from 6 to 18 years of age. It is full-time up to 15 years of age; those who have completed at least the first two years of secondary education and do not wish to continue full-time until 18 may then follow part-time compulsory education. Pupils who have not completed 2 years of secondary education must attend full-time compulsory education until 16 years of age.
2. TYPE I or «renovated» education comprises secondary education at lower and upper secondary levels, organized in four forms - general, technical, vocational and artistic education - and two main streams, one leading primarily to higher education, the other primarily to employment.
   TYPE II or «traditional» education comprises secondary education at lower and upper secondary levels comprising general,technical or vocational sections.
   Type I education is being extended to nearly all schools (except a few «free» schools in the Dutch-speaking Community).
3. A preparatory year for higher education or a year of specialization or further education for employment after 6 years of secondary education.
4. Part-time education is available to 15 or 16 year olds, and covers the last years of compulsory schooling. It lasts 360 hours in the first year (for 15/16 year olds) and 240 hours in the following years.
5. The theoretical training of apprenticeship lasts the same time (360 hours in the 1st year and 240 hours in the following two years) as part-time education.
6. Industrial apprenticeship lasts 6 months to 2 years and can take place in several firms successively.
   The Work Training Agreement is available to 18 to 25 year olds and lasts 256 hours when provided by an employer and 500 hours when followed in a training establishment.

▭ = not described in the text.
- - - - - = division in the level/type of education.
– – – – – = alternative beginning or end of level/type of education.

1. Responsibilities and administration

Over the last twenty years, the political, legislative and administrative structures of the Belgian State have developed towards a federal system.

The basis for this federal system is the existence of three regions (Flanders, Wallonia and Brussels), three *Communities* (French, Dutch and German-speaking) and four linguistic areas: a Dutch-speaking area, a French-speaking area, a German-speaking area and the bilingual (French-Dutch) area of Brussels.

For each of the country's three official languages and Communities there is a separate education system. However, developments and trends in recent years have, to a large extent, been identical.

The basic principles for all three education systems are laid down in the Constitution (Articles concerning education were revised in 1988) and in general legislation adopted in the national Parliament.

Article 17 of the Constitution lays down the following guarantees for education:
- education is free;
- all educational establishments are equal;
- education organized by the Community and the *communes* (communal education) is in principle neutral;
- parents are free to choose educational establishments;
- moral or religious education is a right until the end of compulsory schooling.

Responsibility for provision

1988 saw the end of the period during which education in Belgium was mostly under the statutory control of the Central State. Until December 1988, this responsibility was shared by two National Ministries, one for the French and German-speaking sector and the other for the Dutch-speaking sector.

As of 1 January 1989, following a revision of the Constitution, responsibility for educational matters was transferred to the **Communities.**

Only three matters, as specified in Article 59bis of the Constitution, remain the responsibility of the **Central State:**
- fixing the start and finish of compulsory schooling;
- minimum conditions for the awarding of diplomas;
- pensions scheme.

Since 1 January 1989, education is no longer organized or subsidized by the State, but by the Councils and Executives of the three Communities (French, Dutch, and German-speaking).

The Councils are the legislative authorities of the Communities. They may issue decrees on all educational matters except the three specified in Article 59bis of the Constitution (see above).

The Executives are the Communities' Governments, comprising ministerial posts with precisely defined portfolios, which includes education.

Within each of the language-based education systems there are three main types of educational institutions:

A. In the French-speaking Community:
- educational institutions organized and managed by the French-speaking Community and financed in total from its budget;
- public educational institutions subsidized by the French-speaking Community, and mostly run by the provincial or communal authorities;
- «free» educational institutions subsidized by the French-speaking Community, most of which are under the influence of the Catholic church.

B. In the Dutch-speaking Community:
- educational institutions organized and managed by the *Autonome Raad van het Gemeenschapsonderwijs (ARGO);*

- public educational institutions subsidized by the Dutch-speaking Community, and run by the *Autonome Raad van het Gemeenschapsonderwijs (ARGO)*, the provincial or communal authorities;
- «free» educational institutions subsidized by the Dutch-speaking Community, most of which are under the influence of the Catholic church.

C. In the German-speaking Community:
- educational institutions organized and managed by the German-speaking Community and financed in total from its budget;
- public educational institutions subsidized by the German-speaking Community, and mostly run by the communal authorities;
- «free» educational institutions subsidized by the German-speaking Community, and which are under the influence of the Catholic church.

Until 31 December 1988, the National Ministries had a dual responsibility: they were the organizing body for State education and applied the regulations in subsidized official and free schools. They were assisted in this task by a number of Councils and Committees.

Since 1 January 1989, this continues to be the situation only in the French-speaking and German-speaking Communities. In the Dutch-speaking Community, the *ARGO* is henceforth the organizing body for Community education.

The quantitative importance of the three types of educational institutions differs considerably between the Dutch-speaking education system on the one hand and the French and German-speaking education systems on the other.

The detailed figures are as follows (1986-1987):

	French-speaking sector	Dutch-speaking sector	German-speaking sector
Community	13.96%	17.95%	31.72%
Provinces and Communes	46.61%	18.99%	42.33%
«Free»	39.43%	63.06%	25.94%

Source: Educational Developments in Belgium, 1988.

Financing

Public and «free» institutions are financed partly by the Communities and partly from other sources. In order to be eligible for a subsidy, both types of institutions must conform to certain legal and regulatory provisions. During compulsory schooling, education in all primary and secondary institutions is free of charge.

Inspection

An inspectorate monitors standards in educational institutions organized by the Communities. It advises teaching staff and contributes to the drawing up of curricula and the development of teaching methods. In addition, it monitors standards both in Community-subsidized institutions organized by the provinces and communes and «free» Community-subsidized institutions, although the organizing bodies of the latter two types do have their own inspectorate.

In the Dutch-speaking sector, it is planned that a decree on the organization of an inspectorate of institutions managed by the *ARGO* and subsidized institutions will make it possible for the three types of educational institutions to have their own guidance organization or «force». The Community inspectorate will be responsible for, and will be recruited from, all three types of educational institutions.

BEST COPY AVAILABLE 12

2. Pre-school education

In Belgium, pre-school provision is an integral part of the education system. The Communities provide pre-school education throughout the country. Under certain conditions pre-school institutions run by provincial and local authorities or by private bodies or individuals may also receive Community support.

Attendance at pre-school institutions is optional and free of charge for children from 2 1/2 to 6 years of age. The attendance rate is very high: 90% of three year olds and 97% of four year olds attend a pre-school establishment, and for five year olds (and above) the attendance rate is 100%.

Although many pre-school establishments are attached to primary schools and housed in the same building, no real «teaching» takes place at pre-primary level. The emphasis lies rather on the child's introduction to life in society, to mental, physical and language development and to music and art activities.

In most cases, school institutions are organized into three groups of children by age, according to the size of the school.

Particularly in rural areas, where small schools do not have a sufficient number of children to allow for the constitution of three groups, there is a tendency to apply the «family model» with children of different ages being grouped in one «class».

Statistics

French-speaking area 1989-90

	Pupils	Teachers	Schools
Community schools	14,428		197
Provincial schools	285		3
Communal schools	78,525		999
«Free» schools	62,751		723

German-speaking area 1989-90

	Pupils	Teachers	Schools
Community schools	494		9
Provincial schools	-		-
Communal schools	1,523		27
«Free» schools	250		4

Dutch-speaking area 1988-89

	Pupils	Teachers	Schools
Community schools	28,301		344
Provincial schools	252		4
Communal schools	34,624		404
«Free» schools	150,558		1,403

* *pre-school classes in primary schools - see primary education.*

3. Compulsory education

In accordance with the law of 29 June 1983, compulsory schooling covers a period of twelve years, from 6 to 18 years of age. Compulsory schooling is **full-time** up to 15 years of age, and covers 6 years of primary education (maximum 7 or exceptionally 8) and at least the first two years of secondary education. This period of full-time compulsory schooling is followed by a period of **part-time** compulsory education. Since September 1984, young people who have completed the first two years of secondary education must attend either full- or part-time education or some recognized form of training. The Royal Decree of July 1984 describes the organization of experimental part-time secondary education. Pupils who have not completed 2 years of secondary education must attend full-time compulsory education until 16 years of age.

3.1 Primary education

Belgian children start school at the age of six, and follow six years of primary education. These six years are divided into three stages of two years each.

In accordance with official measures to promote equal opportunities for girls and boys, primary schools are now usually coeducational. However, there are still a number of single-sex schools, mostly in the «free» sector.

As mentioned above, primary schools and classes are under the responsibility of either the Community, or other public institutions or «free» bodies and institutions.

In organizational terms, primary schools are either independent entities or are attached to secondary schools or colleges of education (*Ecoles Normales/ Normaalscholen*).

Belgian primary schools have a workload of five days a week in morning and afternoon sessions, with the exception of Wednesday afternoon, when they are closed. There are 28 weekly lessons of 50 minutes each.

Curriculum and assessment

Since 1971, Belgian primary schools have been going through a process of fundamental reform with regard both to pedagogical aims and methods and to the content of teaching. The main reason for the reform initiatives was the wish to introduce a greater degree of flexibility, to take into consideration the particular ways of learning of small children, to adapt education to the changing needs of the surrounding world and to respect the learning speed and rhythm of the individual child as far as possible.

The curricula were revised in order to focus on the transfer of «instrumental knowledge» (like the general mastery of language and mathematics) rather than on the transfer of «factual knowledge».

The reform initiatives began on an experimental basis in a limited number of schools: in the French-speaking region the first projects were implemented in 1971, in the Dutch-speaking region in 1973.

In neither of the two regions does the «reformed system» apply to all primary schools. A considerable number of schools continue with the traditional system of teaching.

A typical timetable in the French-speaking sector includes: French, Dutch as a second language (stages II and III), mathematics, history, geography, natural science, religion or ethics, drawing (manual activities), physical training and sports, music (singing), writing (stage I), civic training (stages II and III) and road safety.

A typical timetable in the German-speaking sector includes: German, French as a second language, mathematics, history, geography, natural science, religion or ethics, drawing (manual activities), physical train-

ing and sports, music (singing), civic training (stages II and III) and road safety.

The timetable generally used in the Dutch-speaking sector includes: Dutch, a second language (stages II and III), mathematics, observation of the environment, religion or ethics, manual activities, physical education, music, drawing, writing (stages I and II - children from 6 to 10 years).

In stage III, a second national language may be taught; the teaching of a second national language is in fact compulsory in certain areas already in stage II.

A certificate of basic education (law of 29 June 1983) is awarded to pupils who have finished the six years of primary education successfully in an educational institution or have successfully passed the cantonal examination.

According to the pupil's needs, the period of compulsory schooling may include 7 years of primary education, or even 8 in exceptional cases. In the latter case, during the 8th year, the pupil may be admitted to the 6th year.

Statistics

French-speaking area 1989-90

	Pupils	Schools
Community schools	35,445	211
Provincial schools	848	3
Communal schools	131,225	1,016
«Free» schools	134,629	709

German-speaking area 1989-90

	Pupils	Schools
Community schools	969	9
Provincial schools	-	-
Communal schools	2,428	28
«Free» schools	619	5

Dutch-speaking area 1988-89

	Pupils	Schools
Community schools	59,346	361
Provincial schools	1,037	6
Communal schools	93,322	551
«Free» schools	281,293	1,525

As of September 1984, the standards for pupil-teacher ratios in nursery and primary schools were replaced by the *capital-périodes* system whereby pre-school and primary education is structured on the basis of the number of periods organized and subsidized by the Community. This is calculated according to the number of pupils in the school.

3.2 Secondary education

As mentioned above, since September 1984, full-time compulsory schooling lasts until 15 or 16 years of age and part-time lasts until 18 years of age.

Until very recently, there have basically been two main types of secondary education in Belgium:

Type I: comprising three stages of 2 years (*enseignement rénové/vernieuwd secundair onderwijs*);

Type II: comprising 2 cycles of three years (traditional).

The introduction of Type I secondary education began in 1969 in the public sector, and has now been extended to all schools organized by the Communities, provincial and communal schools. The traditional system is being phased out. For the time being, however, Type II continues to be used in several public educational institutions subsidized by the French-speaking Community.

There are three types of Community secondary school in the French-speaking and German-speaking sectors:

- the Royal Atheneum (*FR : Athénée royal*) (organizing the 3 stages, or the 2nd and 3rd stages);
- the Community Lyceum (*FR : Lycée de la Communauté française*) (organizing the 1st stage, or the 1st and 2nd);
- the Community Technical Institute (*FR : Institut technique de la Communauté française*) (organizing the 2nd and 3rd stages, or the 3 stages).

In the Dutch-speaking sector, there are three types of secondary schools organized by the *ARGO*:

- Middle School (*Middenschool*) which organize the 1st stage or 1st and 2nd stages;
- Royal Atheneum (*Koninklijk Atheneum*) which organize the 2nd and 3rd stages, or the three stages;
- Royal Technical Atheneum (*Koninklijk Technisch Atheneum*) and Higher Institute of Technical Education (*Hoog Rijksinstituut voor Technisch Onderwijs*).

Pupils are admitted to secondary education on successful completion of primary education or on

the agreement of the Admissions Council/Class Council (a group of teachers from the secondary school concerned).

The certificate of basic education is awarded to pupils who did not complete primary education successfully but have completed the first year of secondary education successfully (or the second year in vocational education).

There are a maximum of 32 fifty-minute periods per week in all secondary schools. In the sections including practical lessons this may reach 34 or 36 periods.

Curriculum

Secondary education of Type I is organized, according to the law of 19 July 1971, in four forms:

- general education;
- technical education;
- vocational education;
- artistic education;

and in two main streams:

- the transition stream (general, technical and artistic education), whose priority is to prepare pupils for higher education while leaving them the option of entering employment;
- the qualification stream (technical, vocational and artistic education), whose priority is to prepare pupils for employment, while allowing them the option of entering higher education.

As mentioned above, Type I secondary education comprises three stages of two years:

- 1st stage - an observation stage;
- 2nd stage - an orientation stage;
- 3rd stage - a determination stage.

The four forms of education are distinct from the beginning of the 2nd stage (normally for pupils aged 14 to 16), although there are common courses. The common courses are reduced in the 3rd stage (normally for pupils aged 16 to 18).

In the first year of the observation stage, nearly all pupils follow a common curriculum - religion or ethics, mother tongue (Dutch, French or German), second language, mathematics, history, geography, sciences, physical education, artistic education. In the common second year, the common curriculum is the same, with various basic options - Latin, economics, scientific geography, third language, plastic arts, musical arts, technical education. In the vocational second year, common courses do not include a second language or artistic education; options cover various professions and remain polyvalent in most cases.

Compulsory options in the transition stream are: second language, mathematics, sciences (biology, chemistry, physics). Other options include: e.g. Latin, Greek, third or fourth language, economics, technical and technological education, industrial chemistry, social sciences, computer science.

Mathematics is included as a compulsory option in the technical qualification stream. Some options include a second or third language and sciences. They can prepare for various professions.

The basic options in vocational education cover various professions.

At the end of the 3rd stage, there may be organized:

- a preparatory year for higher education (University);
- a year of further education or specialization in a qualification stream leading to a qualification certificate;
- a seventh year of vocational education leading to an upper secondary school certificate, which gives access to non-university higher education.

Secondary education of Type II is organized according to the organic laws on general and technical secondary education of April and July 1957.

As mentioned above, Type II education comprises two cycles of three years each.

At the beginning of general Type II secondary education, pupils have a choice between the Latin and modern humanities sections. At the beginning of the second cycle, the classical humanities can be continued in Greek-Latin, Latin-sciences, or Latin-mathematics, and the modern humanities can be continued in scientific A (mathematics), scientific B (sciences), economics (commercial), or human sciences. Unlike in Type I education, it is not generally possible to transfer from one section to another.

The first cycle of technical Type II secondary education leads to a qualification certificate of lower secondary education. Those pupils who are able may then proceed to the upper secondary cycle, which leads to a second qualification certificate.

Two thirds of technical education is theoretical. Vocational education, where two thirds is practical, is also organized following the same structure as technical education. However, since there are few remaining technical and vocational sections, there are no longer

separate schools of technical Type II secondary education.

Assessment

In Type I, there is a system of continuous assessment and examination (in the French-speaking sector). The Class Council decides whether or not a pupil is ready to move on to the next class.

In Type II, assessment is by examination, twice a year.

Certificates for both Type I and Type II are awarded under the responsibility of the schools concerned and are then ratified by the Homologation Committee which ensures that schools respect the regulations on the organization of studies. Certification must conform to the above mentioned Royal Decree of 29 June 1984 (articles 22 - 28 for Type I, articles 47 - 53 for Type II).

Reform of the Dutch-speaking sector

In the Dutch-speaking sector, the different structures of Type I and Type II education will gradually be replaced by a unified structure. From 1 September 1989, all schools in every network began with the first school year, and from 1 September 1990, with the second school year. The new framework will be introduced progressively, school year by school year. The new structure will comprise three stages of 2 years; each stage will be complete within itself.

In the first year of the first stage, at least 27 of the 32 hours of courses per week will be devoted to basic education for all pupils. The school is responsible for the choice of subjects in the remaining hours and can, for example, orientate courses towards the subjects offered in the second stage.

Statistics

French-speaking area 1989-90

	Pupils	Teachers	Schools
Community schools	92,389		211
Provincial schools	33,087		62
Communal schools	34,744		77
«Free» schools	184,453		409

German-speaking area 1989-90 (Type I only)

	Pupils	Teachers	Schools
Community schools	1,559		6
Provincial schools	-		-
Communal schools	234		1
«Free» schools	1,809		8

Dutch-speaking area 1988-89

	Pupils	Teachers	Schools
Community schools	76,594		302
Provincial schools	14,721		33
Communal schools	24,875		85
«Free» schools	325,650		685

4. Part-Time Education/Training

4.1 Part-time compulsory schooling

Beyond full-time compulsory schooling, training of young people under 18 years of age comes under three types of measures conforming to part-time compulsory schooling up to 18:

- part-time education;
- apprenticeship, including industrial apprenticeship;
- recognized training courses.

4.1.1 Part-time education

With the law of 29 June 1983 on compulsory education, part-time compulsory education was introduced in 1984 for young people who have either reached the age of 15 and have already had two years of secondary education, or who have already reached the age of 16. Students who no longer wish to follow full-time education can learn on a part-time basis in a centre for part-time education or in a recognized training centre (e.g. for the self-employed).

Only the centres for part-time study provide an education with a limited syllabus (experimental), which is a continuation of the education system with a full syllabus. This schooling comprises less teaching than the education with a full syllabus. The centres for part-time education are linked to schools where technical and/or secondary vocational education is provided.

The training establishments for part-time education provide training recognized as fulfilling compulsory part-time education, comprehensive education intended to include social integration into the community.

Training lasts for 360 hours in the first year (15/16 year olds) and 240 hours in the following years. There is an average of 15 hours per week covering, according to need, 8 hours of general (French/Dutch, mathematics), personal and social training and 7 hours of vocational training (technology). The remaining time may be spent in a job, seeking a job or on a training placement in a firm.

Part-time education leads to an attendance certificate or, when possible, to a qualification certificate.

4.1.2 Apprenticeship

Apprenticeship is a recognized form of part-time compulsory schooling. It is available to 15 year olds who have finished two years of general secondary education or of vocational secondary education (with success) or have passed an entrance examination.

The theoretical training lasts the same time (360 hours the first year, 240 hours the following two years) as part-time education. This training is provided one day per week in the training centres for the self-employed, the remaining time being spent in a workshop or in the small or medium-sized firm with which the apprentice has an apprenticeship contract.

The Law of 19 July 1983 organized apprenticeships in professions exercised by salaried workers under the name «industrial» apprenticeship; the Law of 24 July 1987 extended this possibility to all professions. The industrial apprenticeship may last from 6 months to 2 years and may take place in several firms successively.

Training in a firm lasts 21 hours per week; the content of training is defined by the representative committees of the sector concerned. Training in a centre for part-time education lasts 15 hours per week: 7 hours of general, personal and social training and 8 hours of vocational training (theoretical knowledge, practical skills).

The apprenticeship leads to a vocational aptitude certificate and an apprenticeship certificate.

4.1.3 Recognized training courses

These are run by organizations, usually non-profit-making associations, recognized and subsidized by the authorities of each Community.

Beyond 18 years, the vocational training of young people can be covered either by continuing training intended for adults, or by provisions specifically aimed at 18-25 year olds: the industrial apprenticeship described above and the work-training agreement.

4.2 Work-training agreement

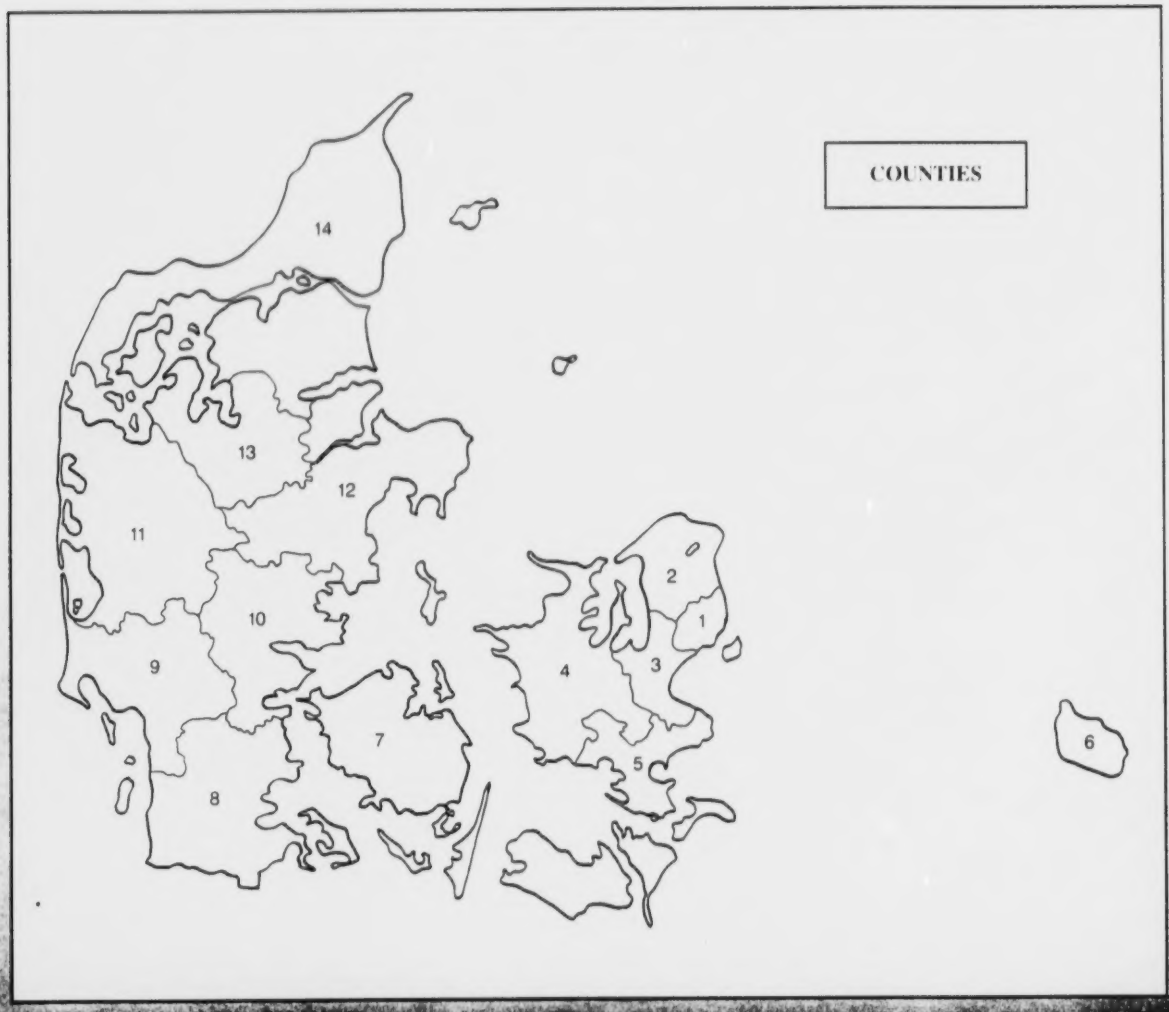
Set up in 1986, this is available to all young people between 18 and 25 years old seeking employment, except those who already hold a diploma of long or short higher or university education, or of technical upper secondary education.

The work-training agreement involves industrial and commercial firms, non-profit-making associations and the liberal professions. The agreement is signed between the young person and the employer and lasts for a minimum of one year and a maximum of three years. It comprises two parts: a contract for part-time work of indeterminate duration (at least half-time) and training. Training lasts 256 hours when provided by an employer in the context of continuing training for the self-employed, and 500 hours when followed in an educational establishment or a training organization, in particular those of the regional training authorities: *FOREM* (Community and regional office of vocational training and employment) in Wallonia, *VDAB* (Flemish service for employment and vocational training) in Flanders and *ORBEM* (Brussels regional office for employment) in Brussels.

In Wallonia, two other forms of training are specifically aimed at young people:

- apprenticeship training enterprises (*EAP*) which offer 18 months of training and professional activity in an enterprise created for this purpose;
- centres for employment promotion (*CPE*) offering sandwich courses.

DENMARK



Please see over for Map Legend

Map Legend

1 GREATER COPENHAGEN (municipalities of Copenhagen and Frederiksberg + the county of Copenhagen)
2 The county of FREDENSBORG
3 The county of ROSKILDE
4 The county of WEST-SEALAND
5 The county of STORSTRØM
6 The county of BORNHOLM
7 The county of FUNEN
8 The county of SOUTH JUTLAND
9 The county of RIBE
10 The county of VEJLE
11 The county of RINGKØBING
12 The county of ÅRHUS
13 The county of VIBORG
14 The county of NORTH JUTLAND

Denmark

1. Responsibilities and Administration 27

2. Pre-School Education 29

3. Compulsory Education 30

3.1 Primary and lower secondary education (*Folkeskole*) 30

4. Post-compulsory education 32

4.1 *Gymnasium* 32

4.2 Higher Preparatory Examination Courses (*HF*) 33

5. Initial vocational training 34

5.1 Apprenticeship 34

5.2 Basic vocational training (*EFG*) 34

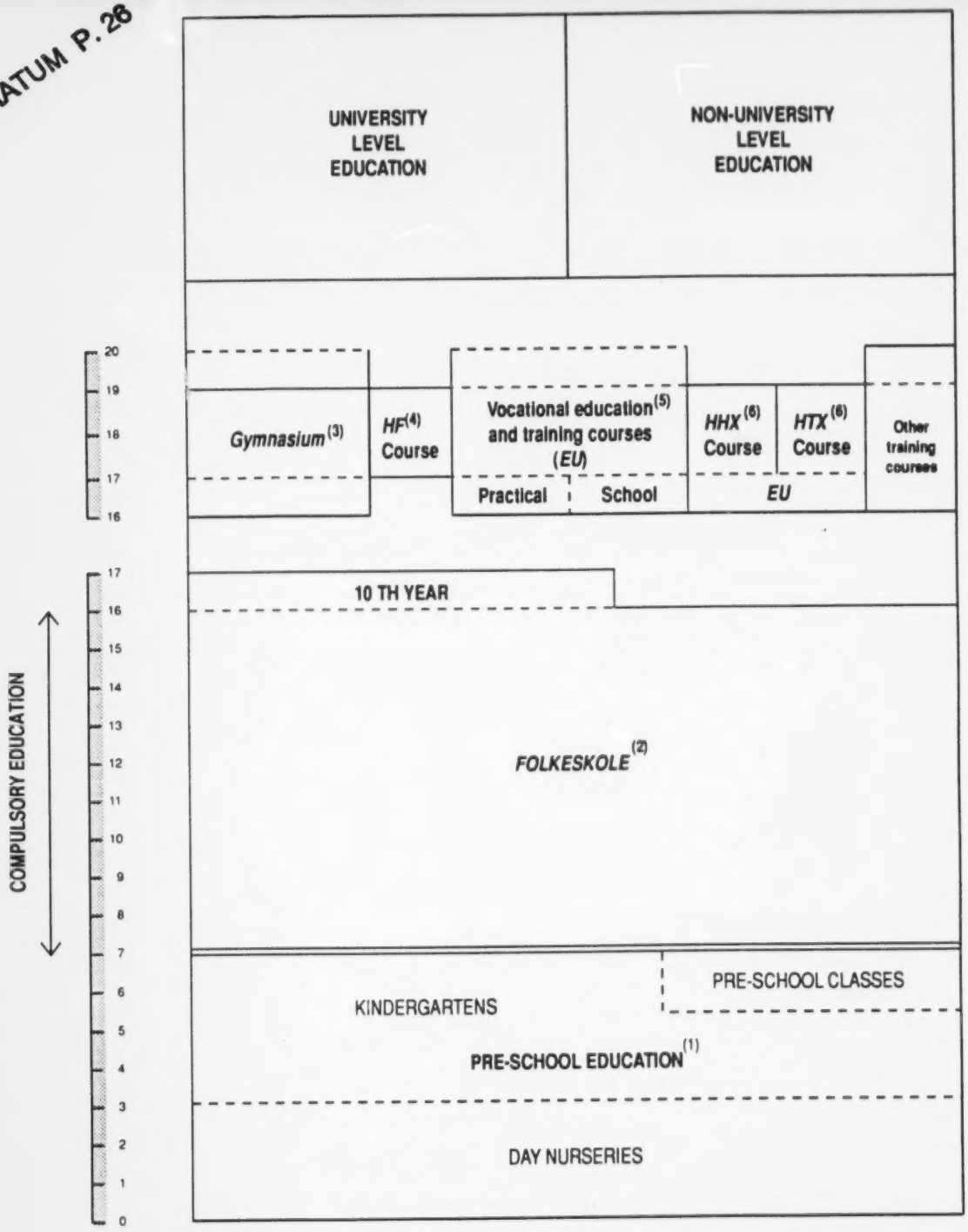
5.3 Commercial school 34

5.4 Technical school 35

5.5 Production schools 35

5.6 Other courses 35

ERRATUM P. 26



1. In pre-school education there are several institutions catering consecutively or alternatively for the 0 to 6/7 year age range.
2. The *Folkeskole* comprises an optional pre-school class, nine years of full-time compulsory education and a supplementary optional tenth year. It provides general education at primary and lower secondary levels; the Danish education system does not differentiate between primary and lower secondary education.
3. The *Gymnasium* provides a 3-year course of general education at upper secondary level, after the 9th or 10th year of the *Folkeskole*, with the final examination qualifying for university entrance.
4. The course for the *HF* (higher preparatory examination) is a 2-year general course, after the 10th year of the *Folkeskole*, with the final examination qualifying for further and higher education.
5. The basic vocational education and training courses (*EU*) last between 3 and 4 years with approximately two thirds of the time spent in a company. A typical course consists of a first 20-week school course or practical training in a company of similar length, followed by a second 20-week school course. After that the course alternates between practical training and school.
6. The courses for the *HHX* (higher commercial examination) and the *HTX* (higher technical examination) are 3-year school based courses comprising 1 year of vocational training (usually followed with the first-year pupils of basic vocational training) and 2 years of theoretical training.

▭ = not described in the text.
---------- = division in the level/type of education.
- - - - - = alternative beginning or end of level/type of education.

1. Responsibilities and administration

Responsibility for education in Denmark is shared between central State authorities, the counties, the municipalities and private institutions and individuals.

The division of responsibility differs according to the type of educational institution and the level of education, which means that:

- schools providing primary and lower secondary education in the comprehensive *Folkeskole* are all under the responsibility of the municipalities (with the exception of the 10% of private schools);
- the majority of upper secondary schools (*Gymnasia*) and institutions offering courses leading to the Higher Preparatory Examination (*HF*) are under the responsibility of the 14 Danish counties; one is run by central State authorities, two by municipalities, and some by private bodies;
- private responsibility dominates with regard to colleges and other institutions offering training for child welfare, kindergarten and youth centre teachers, *teknikum*-engineers and teachers for primary and lower secondary education; these institutions are, however, 100 per cent subsidized by the State;
- folk high schools, agricultural schools, continuation schools and some home economics schools are private institutions but receive State subsidies;
- universities and other institutions of further and higher education are, in the vast majority, run by the State.

Educational institutions run by the counties or by private bodies receive considerable State funding, up to 100% of the individual institution's budget. The municipal schools do not receive State funding. The **municipalities** receive block grants and distribute funds to the schools. The money is not earmarked by the State.

Central administration

In legislative and administrative terms, the central bodies and institutions play a very significant role. Most of the important fields of Danish education and related issues are regulated by laws adopted by the *Folketing*, the Danish Parliament. These laws set the overall aims and define a general framework for the different types and levels of education.

The Ministry of Education directs the education system through a variety of instruments and measures:

- the issuing of decrees, orders and circulars which are binding on the educational institutions;
- the issuing of guidelines, directives and recommendations which have to be considered without being binding;
- the general control of final examinations.

County and Municipal administration

Folkeskole

The *Folkeskole* are all under the responsibility of the Municipality. The Municipal Council has overall responsibility for the school services of the municipality. The Municipal Council may fix the aims and the framework of the activities of the schools, and it supervises the activities of the schools. Inter alia, the Municipal Councils approve curricula as proposed by the School Boards and appoint or promote examiners and senior staff in schools. Municipal Councils report to the Minister of Education via the County Councils.

At each individual school, a School Board (*Skolebestyrelse*) must be set up, consisting of 5 or 7 representatives elected by and among persons who have custody of children enrolled at the school, 2 staff representatives elected by and among the staff of the school and 2 pupil representatives elected by and

among the pupils of the school. The School Board carries out its activities within the aims and framework set by the Municipal Council and, furthermore, supervises the activities of the school. It lays down the principles for the activities of the school.

The head teacher of the school has the administrative and educational responsibility of the school vis-a-vis the School Board and the Municipal Council.

In addition, a Pedagogical Council must be set up at each school to advise the head teacher. This is composed of all staff with educational and pedagogical functions at the school.

The Municipal Council can, at the request of the School Boards, set up joint advisory bodies for the municipal schools.

Gymnasia and *HF*-courses

Gymnasia and *HF*-courses are run by the Counties (in Copenhagen and Frederiksberg, by the Municipalities) or are private. Sorø *Akademi* is run by the State.

The central administration of this type of education is more extensive and detailed than that of *Folkeskole* education. The Ministry of Education's Directorate for Upper Secondary Education is responsible for the supervision of education, which includes the issuing of curriculum regulations and the approval of examination syllabuses.

The County Council decides on the financing of the *Gymnasia* and *HF* courses run by the county, and on the appointment of head teachers and the appointment and dismissal of teachers and other staff. It may delegate its powers regarding, for example, the number of lessons, classes and pupils and the optional subjects offered to the school or course Board.

As from the 1991-92 school year, each *Gymnasium* or *HF* course must set up a Board. This comprises representatives of the County Council, the Municipal Councils of the local area, parents, and the pupils and staff of the school/course (the latter must not form the majority). On the recommendation of the head teacher, the Board fixes the maximum number of pupils in each class, the subjects offered and the holiday plan. It also fixes the budget of the school/course.

The head teacher is in charge of the day-to-day management of the school/course and is responsible for its activities vis-à-vis the County Council, and teaching and examinations vis-à-vis the Minister of Education and Research.

The board of governors of private schools/courses appoints and dismisses the head teacher, as approved by the Minister of Education and Research, and the head teacher is responsible for the activities vis-à-vis the board of governors.

Each *Gymnasium* or *HF* course must also set up a Pedagogical Council to advise the head teacher. This consists of the head teacher and all the teachers.

In addition, a Pupils' Council must be set up, whose members are elected by and among the pupils.

2. Pre-school education

In the Danish pre-school sector, there are several institutions catering consecutively or alternatively for the 0 to 6/7 year age range:

- **day nurseries** (*vuggestuer*) for children from 0 to 3 years of age;
- **kindergartens** (*børnehaver*) for children from 3 to 7 years of age;
- **integrated institutions** (*integrerede institutioner*) catering for children up to the age of 14 including pre-school children;
- **pre-school classes** (*børnehaveklasser*) for children from 5 to 7 years of age.

The administration of these institutions (with the exception of pre-school classes) comes under the Ministry of Social Affairs. They are run by the municipalities or are independent or private institutions. They are State-subsidized but parents pay part of the costs (up to 35 per cent according to their income). The administration of pre-school classes comes under the Ministry of Education. Premises for these classes are made available in municipal and private schools. Since the beginning of the 1980-1981 school year, all municipalities are required to establish such classes. Parents do not pay fees in municipal schools.

Attendance at pre-school institutions is optional. The attendance rate varies between 35% for the younger children in nurseries and kindergartens and 90% for the 5 to 6 year olds attending pre-school classes.

Neither kindergartens nor integrated institutions offer proper «teaching». Their aim is to supplement and support the children's home life, by offering care and participation in educational activities in order to contribute to the development of the child's personality and creativity. This was also the case for pre-school classes until Act 270 of 1985. Now, however, there is «teaching» and this is defined as «playing and other developing activities».

Pre-school classes aim more specifically at preparing children for normal school routine, encouraging them to play and cooperate with other children and thus become more acclimatized to school. Pre-school classes have three to four «lessons» a day, five days a week.

A change in the law on pre-school education came into force on 1 August 1986. According to the change, pre-school children may be taught together with children in the first two classes of the comprehensive *Folkeskole*.

3. Compulsory education

In Denmark, there are 9 years of full-time **compulsory education** - for children between the ages of 7 and 16. This education mainly takes place in municipal schools (*Folkeskole*); it is also provided in private schools or through home tuition. Following the 9th year of the *Folkeskole*, pupils can opt to stay on in the 10th year. Unlike those in some other Member States of the EC, the Danish education system does not differentiate between primary and lower secondary education.

3.1 Primary and lower secondary education

As mentioned above, the *Folkeskole* are maintained and supervised by the individual municipality and run by the municipality in conjunction with the individual School Boards.

Education in the *Folkeskole* is provided free of charge. 90% of all Danish children attend the *Folkeskole*.

Fees are charged at private schools. However, they receive State subsidies amounting to up to 85% of their approved running costs, and instruction must be of a standard comparable to that of the *Folkeskole*.

The latest comprehensive reform of the *Folkeskole* was carried out in 1975 (since then, legislation effecting minor changes has been adopted). This Act states that the aim of the *Folkeskole* is «to give pupils the possibility of acquiring knowledge, skills, working methods and ways of expressing themselves which will contribute to the all-round development of the individual pupil». (The *Folkeskole* also comprises a supplementary optional tenth year and an optional pre-school class.) The most recent Act on the *Folkeskole* (June 1989) effected changes in the administration of these schools.

Curriculum

According to the 1975 Act, the curriculum includes:
- **compulsory subjects** which the individual school **must** offer;
- **compulsory subjects** which the individual school **may** offer;
- **non-compulsory subjects** which the individual school **must** offer;
- **non-compulsory subjects** which the individual school **may** offer.

In principle, *Folkeskole* education is comprehensive, the pupils remaining together as a class throughout their entire school career. During the first two years, Danish, arithmetic/mathematics, physical education and sport, Christian studies, creative art, music and free class discussion constitute a common compulsory curriculum.

In addition, history is compulsory from the 3rd to 9th years, geography and biology from the 3rd to the 7th years, English from the 5th year onwards, and physics/chemistry from the 7th to 9th years. Needlework, woodwork and domestic science are compulsory for one year or more according to local decisions.

German or French must be offered as a non-compulsory subject from the 7th year onwards (French and Latin may be taken in the 10th year). Contemporary studies is compulsory from the 8th year onwards. Vocational studies may be offered from the 8th year onwards and it is defined as «the knowledge of the range of educational and employment opportunities available and of the conditions prevailing in working life» and includes visits to, and periods of work experience in, firms and institutions.

Educational and vocational guidance and work experience are compulsory subjects in the 7th, 8th and 9th years. They include such activities as information and discussions on career options, study visits and short

work placement in firms, presentations by representatives of the world of work, visits to training centres and other types of schools, etc. These activities are carried out in close cooperation with the local community.

From the 8th year onwards, there are also a number of practical subjects (typing, photography, drama, film, electronics and informatics) which schools may offer as non-compulsory subjects to enable more practically-minded pupils to develop their interests and abilities.

However, some degree of differentiation has been introduced in the 8th, 9th and 10th years for arithmetic/ mathematics and English and German, and in the 9th and 10th year for physics/ chemistry in that basic and advanced courses (leading to the Leaving Examination and the Advanced Leaving Examination respectively) are offered. The final decision as to which course a pupil is to follow is made by the parents, after consultation with the pupil and the school.

In addition, instruction must be given in road safety, sex education, Norwegian and Swedish, religious education and health education.

Teaching takes place five days a week, Monday to Friday, usually from eight until two or three, with only a short lunchbreak.

The number of weekly lessons is fixed according to the age of the child and may vary between 15 and 22 weekly lessons for the youngest children and 24 and 34 for the final class of the *Folkeskole*. One lesson lasts 45 minutes.

The individual school and local authorities have a high degree of autonomy with regard to the planning of curricula and teaching methods. Although the Parliament (*Folketing*) sets the general aims of the *Folkeskole* and the Minister of Education sets the objectives for individual subjects, it is up to the local education authorities and the individual schools to decide how these aims and objectives are to be achieved.

Assessment

The examination system also reflects the liberal philosophy of the *Folkeskole*. No marks are given in the 1st to 7th years, but schools are required to inform pupils and parents regularly (at least twice a year) of the pupils' progress. In the 8th, 9th and 10th years, marks are given in those subjects in which a leaving examination may be taken. On leaving school, all pupils receive a leaving certificate indicating the subjects taken, the latest marks for the years' work and the examination results.

There is no overall leaving examination; these may be taken on a single-subject basis, and it is the pupils themselves who decide whether they want to sit an examination and in which subjects. There is no pass mark.

The Leaving Examination of the *Folkeskole* may be taken in 11 subjects, the Advanced Leaving Examination may be taken in 5 subjects, and the latter only at the end of the 10th year. Only the pupils who have followed the advanced course in the 10th year may sit the latter examination.

Statistics 1989-1990

***Folkeskole* (including pre-school classes)**

Pupils:	568,600	
Teachers:	54,840	(full-time equivalents)
Schools:	1,830	

Following the 9th year of the *Folkeskole*, those pupils who do not opt to stay on in the 10th year can either go on to the *Gymnasium* or to initial vocational training (Basic Vocational Training (*EFG*), apprenticeship... see below). Pupils who stay on in the 10th year can go on to the *Gymnasium* or initial vocational training after that year or they can go on to the Higher Preparatory Course (*HF*). About 8% leave the education system altogether after the 9th or 10th year.

4. Post-compulsory education

4.1 *Gymnasium*

The *Gymnasium* provides a 3-year course leading to the *Studentereksamen* (upper secondary school leaving examination qualifying the pupils for university entrance). It is designed for academically able pupils aiming at higher education.

Pupils are admitted to a *Gymnasium* of their own choice on the basis of a statement issued by their *Folkeskole* on whether they are «qualified» or «perhaps qualified» for academic studies at this level. Provided that the school has enough capacity, «qualified» applicants must be admitted to the (public) school of their first choice. If the school does not have the capacity, some applicants will be transferred to the school of their second choice. «Perhaps qualified» candidates are tested at the school they apply to, and the *Gymnasium* decides whether the test results are satisfactory. If they are, the candidates are admitted.

Curriculum

The structure and the (national) curriculum of the *Gymnasium* were changed by the Reform Act which came into effect for pupils starting in August 1988. However, teaching is still provided on two lines - the language line and the science line - as it has been since the 1903 Education Act. 50% of the girls and 16% of the boys (totalling 35%) choose the language line.

A core curriculum is common to both lines. In addition, there are a number of compulsory subjects in years 1 and 2 and 4 «blocks» for option choices at higher or intermediate level (3 in year 3 and 1 in year 2).

The core curriculum includes: Danish, history, biology (1st year), music (1st year), geography (2nd year), art (3rd year), religious studies (3rd year) and classical studies (3rd year) and physical education.

Compulsory subjects in the language line include: English, German, a third foreign language (French, Spanish or Russian), science and Latin (1st year only).

Compulsory subjects in the science line include: mathematics, physics, English, a second foreign language (German, French, Spanish or Russian) and chemistry (1st year only).

The options at higher level include: music and social studies on both lines and, additionally, English, German and a third foreign language in the 3rd year. On the language line, Greek and Latin are also options. On the science line, biology and chemistry are options in the 2nd year and, additionally, mathematics and physics in the 3rd year.

The options at intermediate level include: art, biology, computer studies, drama, economics, film, music, philosophy, physical education, social studies, technology and geography (3rd year only) on both lines. On the language line, Latin is also an option and, additionally, chemistry, mathematics and physics in the 3rd year. On the science line, chemistry and Latin are also options.

Certain criteria for option choices must be met by all pupils:

- all 4 «blocks» must be occupied, and a subject can only be chosen at one of the levels;
- at least 2 of the subjects must be chosen at higher level;
- language line pupils must choose at least one foreign language at higher level;
- science line pupils must choose higher level in one of the following subjects: biology, chemistry, mathematics, physics, or social studies;
- higher level in social studies must be combined with intermediate level in either biology, chemistry, or geography;
- higher level in biology must be combined with intermediate level in either chemistry or geography;

- higher level in both mathematics and physics must be combined with either higher or intermediate level in chemistry;
- higher level in chemistry must be combined with higher level in either mathematics or physics.

Every school must teach 32 lessons (45 minutes) each week in the 1st year and 31 to 32 in the 2nd and 3rd years.

The Directorate for Upper Secondary Education issues framework curricula for all subjects (/levels) which must be taught, but individual teachers and classes jointly decide the details (e.g. texts, special studies).

Assessment

To successfully complete a course of study at the *Gymnasium* pupils must sit the *Studentereksamen*. Each pupil must sit written examinations in Danish and all higher level subjects at the end of the 3rd year, and compulsory English (language line) or compulsory mathematics (science line) at the end of the 2nd year. In addition to these, there are 5 or 6 oral examinations to make up a total of 10 examinations during the three years of study.

Written papers are marked by two external examiners.

The Director of the Directorate for Upper Secondary Education decides in which subjects pupils in individual classes must sit oral exams. The Directorate makes a complete timetable for each school and allocates an external examiner for each subject/class.

Apart from the external evaluations mentioned, pupils' work is assessed by the teachers twice during the school year and at the end of the year. During the 3rd year, written mock exams are held locally, and the results of these are taken into account when teachers decide the final assessment.

4.2 Higher Preparatory Examination Course (*HF*)

The *HF* is a 2-year course, and the final examination qualifies for further and higher education.

The formal requirement for admission to these courses is 10 years' school attendance, with the Advanced Leaving Examination of the *Folkeskole* in Danish and the Leaving Examination of the *Folkeskole* in mathematics, English and German.

The *HF*-course is composed of a nucleus of common core subjects and a number of elective subjects which can be freely combined. In order to complete the examination, the pupil must pass in all subjects from the common core nucleus, plus some of the elective subjects. The common core subjects are: Danish, Christian studies, history, biology, geography, mathematics, English, German, social studies, music, art and physical education/sport. The optional subjects for the second year are: biology, mathematics, German, social studies, music, art, physical education, French/Russian, physics, chemistry, psychology, and English.

Most *HF* pupils go on to short or medium-length further education, and about two-thirds of the pupils have been away from the education system for more than a year after the 10th year of the *Folkeskole*.

Statistics 1989-90

Gymnasium* and *HF

Pupils:	71,742	
Teachers:	7,986	
Schools:	154	(all establishments offering the full course).

ERRATUM:In relation to DENMARK, this text replaces points 5. to 5.4 (pages 34 and 35)

5. Initial vocational training

Initial vocational training is provided in three main forms following completion of the *Folkeskole*:

- basic vocational education and training
- higher commercial courses (HHX)
- higher technical courses (HTX).

5.1 Basic Vocational Education and Training Courses.

A vocational education and training course is a sandwich-type course in which theoretical education at a vocational school alternates with practical training in a company.

A typical vocational education and training course consists of a first school period lasting 20 weeks or a practical training period of similar length; immediately afterwards there follows a second school period, and after that the course alternates between practical training periods and school periods.

There are approximately 85 vocational education and training courses, but under the individual main courses, the student may choose a specialization, which means that there is a wide range of choices in the vocational training system.

The cornerstone of the vocational education and training programmes is the combination of practical training in a company's workshop, with theoretical and practical training at a technical or commercial college. On average, the courses last between 3 and 4 years with approximately two thirds of the time spent in a company. However, even during the school period, the trainee will often be found working in one of the workshops.

Admission to vocational education and training

There are two ways for students to enter a vocational education and training course. They may start the course directly at a vocational school and take a 20-week school period (the first school period) or they may start with a practical training period in a firm. The two methods of entry are of equal standing. Whether students choose to begin the course with a school period or with a practical training period, they will continue with a school period, i.e. the second school period lasting 20 weeks. Thereafter, the students must undergo a practical training period, which means that they have to enter into a training agreement with a company.

Vocational school education

The periods of teaching at a vocational college are not solely aimed at acquiring technical and professional competence within a narrow professional framework.

In addition to giving the students vocational skills, the vocational education and training courses are also intended to give them general knowledge, to strengthen their personal development and to give them an understanding of the structure and development of society. Each school is therefore committed to offering a broad range of optional subjects to which one sixth of the total teaching time is allocated.

Practical training

When a trainee starts a course with a practical training period in a firm, he must have a training agreement with it. The training agreement has to cover the whole course of training.

The company commits itself contractually to training the student, and only when the contract is final is it possible for the student to commence the training course after the second school period.

The trade committees responsible for individual courses approve the company as a place for practical training. These committees consist of representatives of employers' and employees' organisations and, in addition to their approval role, they also have a strong influence in relation to setting objectives and defining the content of the school period of courses.

Assessment

The work and achievement of the trainees are subject to continuous assessment which can be by examination or by assessment of the student's work in class by the teacher.

Most vocational education and training courses are subject to a final examination. Depending on the course which has been followed, this may take the form of a journey-man's test, an examination or a combination of the two.

5.2 Vocationally Oriented Upper Secondary School

In addition to the basic vocational training courses, there are courses leading to the higher technical examination (*Højere teknisk eksamen* : HTX), and the higher commercial examination (*Højere handels eksamen* : HHX). Both courses are purely school-based and end with an examination; they also qualify both for employment and for admission to higher education.

The courses leading to the HTX and HHX both last 3 years and are divided into two blocks: The first year is vocational training which students usually take along with the first year students following the basic vocational training course, while the following two years are theoretical. In the HHX course, students learn to work in areas with direct application to business administration and management.

Subjects taught include: Danish, foreign language, accountancy, finance, commercial law, data processing, mathematics and economics.

Subjects taught in the HTX course include: technology, natural sciences and languages. In addition to its theoretical content, this course also includes industrial workshop and laboratory practice.

For Points 5.5 and 5.6 see P. 35

The main characteristics of the production schools are the flexibility of their curriculum and teaching methods and their links with market-oriented activities. Educational activities are built upon the needs arising from practical situations; there are therefore no fixed subjects, but tuition in Danish, social sciences, mathematics and contemporary studies are available in all production schools.

Agriculture, gardening, forestry, fish farming, textiles, solar panels, carpentry and cabinet-making, and souvenirs are the most common activities of the production schools. They are chosen in cooperation with local industry.

5.6 Other courses

Among the various training courses set up to combat unemployment, *EIFU* courses (*Erhvervsintroducerende kurser for unge*: introductory vocational courses for young people) are aimed at providing a broad vocational introduction to the labour market. They combine a school-based training lasting an average of 8 to 10 weeks, and a period of work experience of 4 weeks. Courses are held at the schools for semi-skilled workers.

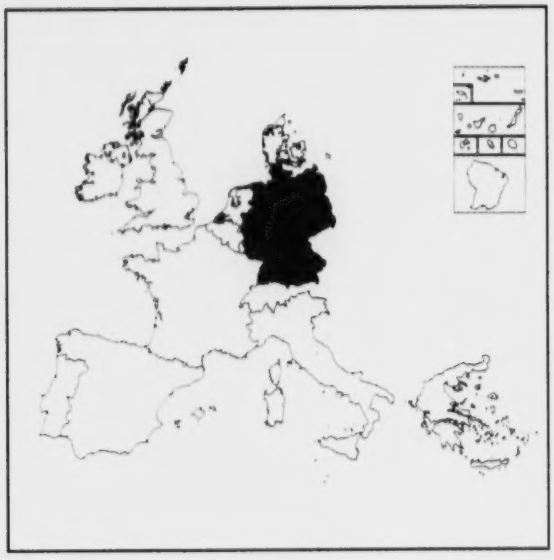
The *UTB* (*Uddannelsestilbudsordningen*) programme provides young people who have been unemployed for more than 12 months with an education/training course of 3 to 6 months.

5.5 Production schools

Under the Law of 6 June 1985, production schools are established at the initiative of local and county authorities and set up as independent institutions. Their role is to provide combined education and production programmes which put participants, aged 16 to 19, in a better position to either get a job or start a qualifying training course.

Students usually stay in a production school around 12 months but can leave at any time, if they have found a training place or a job.

BEST COPY AVAILABLE



FEDERAL REPUBLIC OF GERMANY

The 16 *Bundesländer* of the Federal Republic of Germany as constituted from 3 October 1990

Federal Republic of Germany

1. Responsibilities and Administration 43

2. Pre-School Education 46

3. School Education 47

3.1 Compulsory education 47

3.2 Primary School 47

3.3 General Secondary Schools 48

3.4 Vocational Schools 51

3.5 School Curricula, Organization of Teaching and Assessment 54

3.6 Admission to Higher Education 55

FEDERAL REPUBLIC OF GERMANY

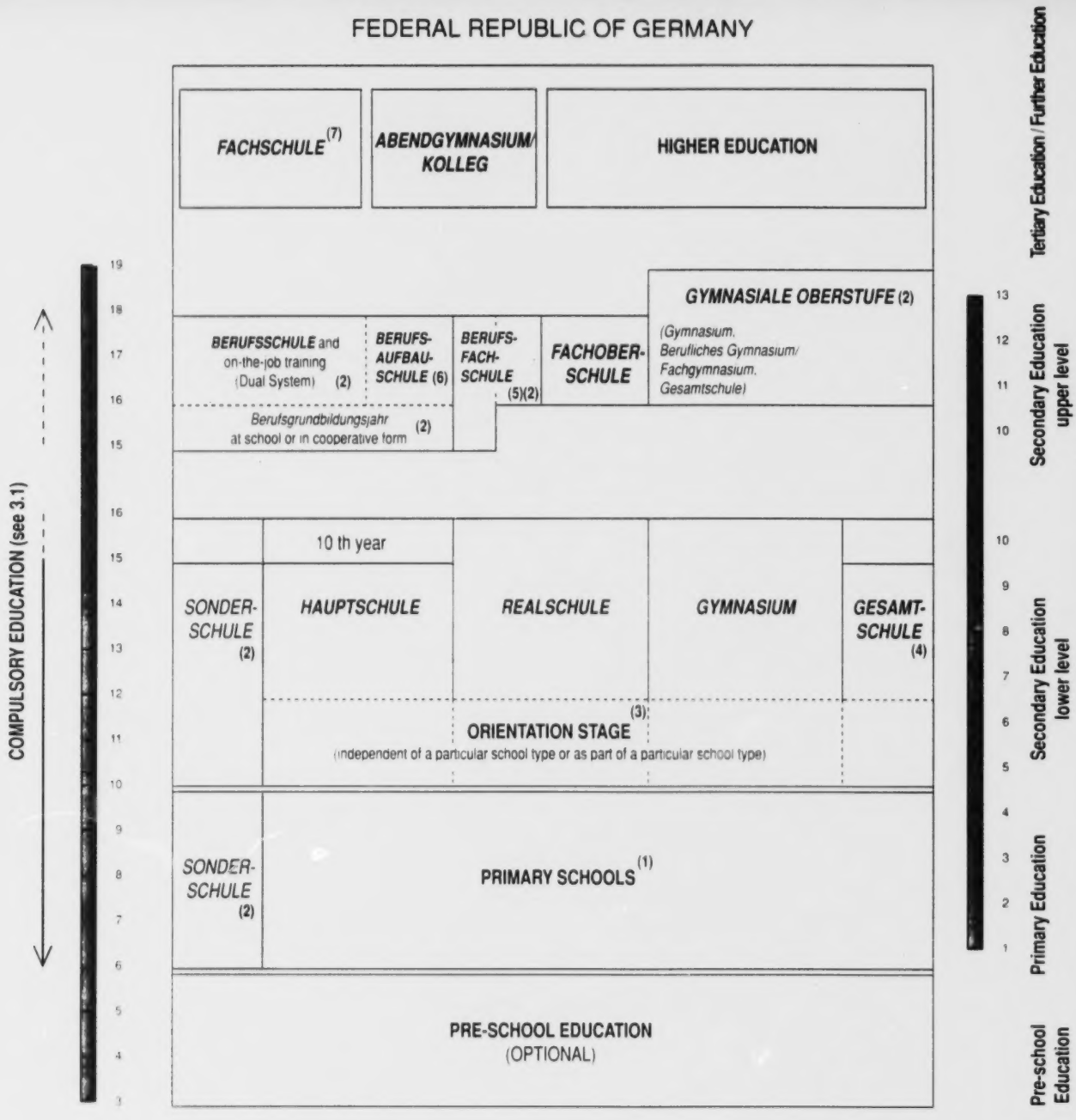

FACHSCHULE (7)
ABENDGYMNASIUM/ KOLLEG
HIGHER EDUCATION
Tertiary Education / Further Education
GYMNASIALE OBERSTUFE (2)
(Gymnasium, Berufliches Gymnasium/ Fachgymnasium, Gesamtschule)
BERUFSSCHULE and on-the-job training (Dual System) (2)
BERUFS-AUFBAU-SCHULE (6)
BERUFS-FACH-SCHULE (5)(2)
FACHOBER-SCHULE
Berufsgrundbildungsjahr at school or in cooperative form (2)
Secondary Education upper level
10 th year
SONDER-SCHULE (2)
HAUPTSCHULE
REALSCHULE
GYMNASIUM
GESAMT-SCHULE (4)
ORIENTATION STAGE (3)
(independent of a particular school type or as part of a particular school type)
Secondary Education lower level
SONDER-SCHULE (2)
PRIMARY SCHOOLS (1)
Primary Education
PRE-SCHOOL EDUCATION
(OPTIONAL)
Pre-school Education
COMPULSORY EDUCATION (see 3.1)
19 18 17 16 15 16 15 14 13 12 11 10 9 8 7 6 5 4 3
13 12 11 10 10 9 8 7 6 5 4 3 2 1

Diagram of the basic structure of the education system as of September 1990. Within this common framework, special features exist in the individual *Länder* of the Federal Republic. The situation in the 5 *Länder* on the territory of the former German Democratic Republic that joined the Federal Republic on 3 October 1990 is not taken into account here due to the political developments and the ongoing reforms in education.

1) In some *Länder*, special types of transition from pre-school education to primary school exist (pre-school classes, school kindergarten). In Berlin the primary school comprises 6 years; there is no separate orientation stage.

2) Different forms of special education - general and vocational - depending on the disability in question.

3) The orientation stage exists in all *Länder* with the exception of Bavaria where it is tested in several pilot experiments and Berlin where years 5 and 6 are part of the primary school.

4) In some *Länder*, the comprehensive school is a regular type of school alongside *Hauptschule*, *Realschule* and *Gymnasium*, in the other *Länder* it is an optional or experimental type of school.

5) Full-time vocational schools differing with regard to entrance requirements, duration of courses and leaving certificates.

= not described in the text.
= division in the level/type of education.
= alternative beginning or end of level/type of education.

6) Either part-time and simultaneous with attendance at *Berufsschule* or full-time and subsequent to *Berufsschule*.

7) Duration: 1-3 years.

Glossary

ABENDGYMNASIUM: General secondary night school for employed adults providing university entrance qualification.

BERUFLICHES GYMNASIUM: Vocational school at the upper level of secondary education (years 11,12,13) which leads to a general university entrance qualification.

BERUFSAUFBAUSCHULE: Vocational extension school providing a qualification equivalent to that of the *Realschule* leaving certificate.

BERUFSFACHSCHULE: Vocational school at the upper level of secondary education that prepares students for jobs or provides them with vocational training promoting at the same time general education. Depending on the objective of training, the requirements for admission (*Hauptschule* or *Realschule* certificate) vary as well as the period of training (from 1 year to 3 years).

BERUFSGRUNDBILDUNGSJAHR: Basic vocational training year as the first stage of vocational training either in a full-time school or in the cooperative form of part-time school and on-the-job training.

BERUFSSCHULE: Part-time vocational school at the upper level of secondary education providing general and career-oriented education for students in initial vocational training.

FACHGYMNASIUM: see *Berufliches Gymnasium*.

FACHOBERSCHULE: Technical secondary school (years 11 to 12) specialized in various areas and providing a higher education entrance qualification.

FACHSCHULE: Technical school providing advanced vocational training.

GESAMTSCHULE: Comprehensive school existing in two forms: the cooperative comprehensive school combines the schools of the traditional tripartite system under one roof and harmonizes the curricula in order to facilitate student transfer between the different coexisting types; the integrated comprehensive school admits all pupils of a certain age without differentiating between the traditional school types. A number of the integrated comprehensive schools also have the upper secondary level, usually the *Gymnasiale Oberstufe*.

GYMNASIALE OBERSTUFE: Upper level of the *Gymnasium* (years 11,12,13); the final examination (*Abiturprüfung*) provides a general university entrance qualification.

GYMNASIUM: General education secondary school (years 5 to 13) providing general university entrance qualification.

HAUPTSCHULE: General education secondary school -lower level- providing full-time compulsory education and leading normally to vocational education and training.

KOLLEG: Institute of general education preparing adults for higher education.

ORIENTIERUNGSSTUFE: years 5 and 6 may be organized as an orientation stage during which the decision on a particular school type is left open. In some *Länder* the orientation stage may be a separate organizational unit independent of the traditional school types which then start with year 7.

REALSCHULE: General education secondary school -lower level, normally years 5 to 10- going beyond the level of the *Hauptschule* and granting access to upper secondary education where a higher education entrance qualification or a vocational qualification may be obtained.

SONDERSCHULE: Special schools for children with learning disabilities, schools for the blind and visually handicapped, schools for the deaf and hard of hearing, schools for children with speech handicaps, schools for the physically handicapped, schools for mentally handicapped children, and schools for children with behavioural disturbances.

1. Responsibilities and administration

Division of responsibilities and cooperation

The responsibility for education policy and education planning in the Federal Republic of Germany is determined by the federal structure of government[1]. The Federal Constitution (*Grundgesetz* = Basic Law) and the *Länder* constitutions stipulate that the education system as a whole comes under State supervision. As a rule, schools and universities are public institutions at local and *Länder* levels respectively. In addition, there are numerous private schools, especially in some sectors of the education system, as well as some institutions of higher education under church authority and a number of others under private control. The exercise of government power and the fulfilment of government responsibilities in the field of education rest with each *Land*; due consideration will be given to the constitutionally guaranteed rights of the individual. Thus, in accordance with constitutional principles, education legislation covering schools, higher education, adult education and continuing education is mostly the responsibility of the *Länder*. Administration in these areas is exclusively the responsibility of the *Länder*. A detailed list of *Länder* legislation on schools, institutions of higher education, continuing education and adult education would be too voluminous for this report.

Under the Basic Law, the federal government has responsibility only in specified areas.[2] Accordingly, the federal government can exercise legislative powers in the following areas of education: the regulation of education grants, the promotion of scientific and academic research, the regulation of in-company vocational training in the framework of legislation relating to economic matters, and the payment of salaries, benefits and pensions to civil servants (e.g. teachers). The federal government has responsibility for passing framework legislation on such matters as general principles of higher education and public service employment at the *Land* and local authority levels. With changes made to the Basic Law in 1969, the federal government was empowered to lay down general principles for higher education. It was on this basis that the federal government's Framework Act for Higher Education (*Hochschulrahmengesetz*), which was amended in 1985, was originally passed in 1976.

Finally, the Basic Law provides for so-called joint tasks (*Gemeinschaftsaufgaben*). On the basis of federal legislation, the federal government is involved in the fulfilment of *Land* functions, such as the improvement or construction of institutions of higher education, including university clinics. In addition, within the framework of their joint tasks, federal and *Land* authorities cooperate, on the basis of agreements, on educational planning and on the funding of academic research institutions and projects of country-wide importance. The *Bund-Länder* Commission for Educational Planning and Research Promotion, in which all the governments of the *Länder* in the Federal Republic of Germany and the federal government itself are represented, is a body of this kind.

In addition to cooperation with the federal government, the governments of the *Länder* also cooperate amongst themselves, even in areas where federal regulations exist, to the extent that their implementation and application is required by *Land* law. The instrument for voluntary cooperation among the *Land* governments in education is the Standing Conference of the Ministers of Education and Cultural Affairs of

(1) In the present description of the education system the situation in the 5 *Länder* on the territory of the former German Democratic Republic is not taken into account.

(2) See article 70, Basic Law:
(1) The *Länder* shall have the right to legislate insofar as the Basic Law does not confer legislative power on the Federation.
(2) The division of competence between the Federation and the *Länder* shall be determined by the provisions of this Basic Law concerning exclusive and concurrent legislative powers.

the *Länder* (*Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland*) which deals with cultural and educational affairs of nationwide significance with a view to achieving a common standpoint and attending to matters of common interest. To safeguard the right of the individual to a free choice of both profession and place of training within the entire Federal Republic, cooperation is aimed at ensuring that the basic structures of the school and higher education sectors are comparable and compatible. To a large extent this cooperation has indeed led to a harmonization of structures.

On the basis of agreements between the *Länder* on the standardization of the school system (*Abkommen der Länder zur Vereinheitlichung auf dem Gebiet des Schulwesens*), reached in 1954 and 1964, the following fundamental structures of the *Länder* education systems were standardized: the duration of compulsory education, the dates for the start and end of the school year, the length of school holidays, the description of the various educational institutions and their organization, the possibility of transfer from one school type to another, the recognition of leaving certificates from particular school types, and the characterization of the marking system for school reports and teacher training examinations. Apart from these agreements, numerous resolutions of the Conference of Ministers of Education have contributed to a harmonization of the education system and set common standards.

Governance, administration and supervision

General education

As far as pre-school education is concerned, responsibility rests with either the social ministries or the ministries of education and cultural affairs of the individual *Länder*. Local youth welfare offices are responsible for administration. The administration of the school system is the sole responsibility of the ministries of education and cultural affairs in the various *Länder*, in their capacity as the highest educational authority.

School administration is generally structured in a three-tiered system, in which the ministries of education and cultural affairs form the upper level, the district school departments or independently existing secondary schools' offices (*Oberschulämter*) form the middle level, and the schools' offices (*Schulämter*) at local authority level form the lower level. In some *Länder* and in the city-states, school administration is based on a two-tiered system. Here, it is either the middle or the lower level which is eliminated. General secondary schools (*Gymnasien*), vocational schools (*berufliche Schulen*), and, in most cases *Realschulen* (lower general secondary schools), are usually directly supervised by middle-level authorities (district governments) or highest-level authorities (ministries of education and cultural affairs). There are lower-level school offices for the much more numerous primary schools (*Grundschulen*), lower secondary schools (*Hauptschulen*), and some special schools (*Sonderschulen*), as well as for *Realschulen* in some *Länder*.

As a rule, public (i.e. State-run) schools are run by the local authorities. This means that the local authorities are responsible for the setting-up, organization, and administration of schools, which they must also fund. The State government of schools, i.e. the government at *Land* level, with the exception of some *Länder*, is restricted to schools whose catchment area and significance stretches beyond the community, e.g. certain technical schools (*Fachschulen*) and institutions of general education preparing adults for higher education (*Kollegs*).

Attendance at all public (i.e. State-run) schools and institutions, as well as at institutions of higher education, is free of charge. Textbooks are either provided free or they can be borrowed from the school. In some cases, parents are required to assume part of the costs for books given to pupils.

For private schools, which also come under State supervision, the recognition of school leaving qualifications is dependent on compliance with pertinent State regulations regarding instruction, teacher qualifications and the holding of examinations. The State regulations for private schools take the special pedagogical concerns of such schools into account.

Vocational education and training

Vocational education in schools is the exclusive responsibility of the *Länder*, while the federal government is responsible for in-company vocational training. The two providers of training, i.e. companies and vocational schools, are not isolated from one another, but rather work together within the confines of

a larger network of relationships. This cooperation, in which business and industry are involved through their organizations for self-administration, falling under public law as well as labour representatives, is legally institutionalized at all levels (federal, *Land*, regional, company).

In the federal government, the Federal Minister of Education and Science is the minister responsible for matters of principle and coordination. Representatives of management, labour, the *Land* governments and the federal government work together on an equal basis at the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung*). Here, training regulations are also formulated, with which the *Länder* framework curricula for vocational schools are coordinated. At *Land* level, there are committees for vocational training consisting of representatives of management, labour, and the *Land* ministries. They advise the *Land* governments in matters regarding vocational training. At regional level, it is the decentralized administrative bodies of the economy (Chambers of Industry and Commerce, Crafts Industry Chambers, Chambers of Agriculture) which are responsible for consultancy, control and recognition of vocational training in the region, on the basis of the relevant legislation. In the companies providing training, the elected body of employee representatives has rights of codetermination with regard to the planning and implementation of vocational training, as well as to the employment of trainers.

2. Pre-school education

Pre-school education involves *Kindergartens*, so-called pre-school classes and school kindergartens and special kindergartens.

Kindergarten is the traditional form of pre-school education for children between the ages of 3 and 6. Attendance at kindergarten is voluntary. Kindergartens are run by voluntary welfare associations (*Verbände der Freien Wohlfahrtspflege*) and to about 30% by the local authorities. Government supervision over kindergartens is exercised by youth and social authorities. Thus, kindergartens are not subject to school inspection. Work in kindergartens has a childcare and socializing character. Each kindergarten has the task of supporting and supplementing education in the family, as well as compensating for developmental deficiencies, in order to provide children with the best opportunity for development and education. The children are encouraged, through play and other suitable children's activities, to develop their physical and mental faculties, as well as to become used to life in the community and in the kindergarten group itself. At the same time, they become accustomed to a regular daily schedule and basic rules of hygiene. Kindergarten also has the function of facilitating children's access to school by ensuring an appropriate level of development.

Pre-school classes (*Vorklassen*) have been established in some of the *Länder* (Berlin, Hamburg, Niedersachsen, Schleswig-Holstein) for five-year-old children, not yet of school age, whose parents want them to receive special assistance and preparation for school. Attendance at these classes, which are connected with a primary school (*Grundschule*), is voluntary. The objective of the pre-school classes is to promote the development of the children by channelling their instinct to play and be active, but without anticipating the subject matter taught in school.

For children who are of school age but not yet ready for school there are institutions which, according to the *Länder*, are called **school kindergartens** (*Schulkindergärten*) or **pre-school classes** (*Vorschulen*). On the basis of legal regulations, the school authorities of most of the *Länder* can require six-year-old children to attend the school kindergarten or pre-school class. The institutions are, as the pre-school classes for five year olds, connected with a primary school. The objective of these institutions is to create and improve the conditions for healthy mental, emotional and motivational development of children through the promotion of the children's abilities to learn and express themselves on as individual a basis as possible, through movement training and activities with material designed to arouse and build up their voluntary interest. Readiness for school enrolment is to be worked towards by channelling their instincts to play and be active, without anticipating the subject matter taught in school.

Statistics

3 to 5 year olds in kindergarten and special kindergarten 1986

Pupils	1,405,000
Staff*	120,400

* part-time, full-time and employed on an hourly basis.

Source: Survey of the Bund-Länder Commission for Educational Planning and Research Promotion, 1987.

Pre-school classes and school kindergarten 1988-89

	Pre-school classes	School Kindergarten
Pupils	32,914	33,153
Teachers*	1,655	3,076
Schools	990	2,209

* Full-time and full-time equivalents.

Source: Statistical Publication of the Standing Conference of the Ministers of Education and Cultural Affairs N°109, 1989 and Federal Statistical Office.

3. School education

3.1 Compulsory Education

Compulsory schooling begins at the age of 6 for all children in the Federal Republic of Germany. It usually lasts 12 years, consisting in most *Länder* of 9 years of full-time schooling (10 years in Berlin, Bremen and North Rhine-Westphalia) and 3 years of part-time schooling or the period of training for a recognized career in the dual system. For young people, who are neither attending a school to continue their general education nor entering into an apprenticeship, individual *Länder* impose regulations to prolong their compulsory full-time schooling. Moreover, the majority of the *Länder* offer pupils the option of taking a voluntary tenth year of education, in order to acquire a secondary school qualification giving them access to further education.

3.2 Primary School

Primary education is provided in a primary school (*Grundschule*), i.e. school years one to four (in Berlin one to six). The primary school marks the beginning of compulsory education. All children go to primary school together. Children are enrolled in the first year at the age of 6. The transfer from a primary school to another type of school generally takes place on completion of the fourth year (in Berlin the sixth year). The tasks and objectives of the primary school are determined by its position within the school system. The primary school is intended to lead its pupils from more play-oriented forms of learning at pre-school level to the more systematic forms of school learning, and it should also adapt the form and content of teaching programmes to fit the different learning requirements and capabilities of individual pupils. The aim of the primary school is to provide its pupils with the basis for their continuing education. It should make pupils capable of grasping and structuring the impressions they receive from the world around them. At the same time, they should further develop their psycho-motoric skills and their patterns of social behaviour.

Curriculum and assessment

In addition to introductory reading and writing of the German language, subjects taught at primary school include the so-called *Sachunterricht* which provides an introduction to social studies, history, geography, biology, physics and chemistry, which become regular subjects of instruction later on. Mathematics, religious instruction (in Bremen this means instruction in Bible history on general Christian principles), music, physical education, art and textiles are also taught. All of these subjects are compulsory, although, depending on the *Land* involved, instruction in art and textiles may be treated as one or two subjects. In some *Länder*, foreign languages (English or French) are taught as optional subjects or in the form of optional study groups. Teaching usually starts in the third year, although sometimes earlier; it may even build on foreign language classes in the kindergarten (e.g. in Bavaria and Rhineland-Palatinate).

Children attend between 20 and 30 hours of class a week, depending on which year they are in.

The transition from the first year to the second year takes place for all children without any pupils staying down. After the second year at the primary school, pupils are generally assigned to their class by being put up or kept down, according to the standard of their performance.

There is no formal certificate marking the completion of the primary school. Instead, the children in question are transferred to another type of school to continue their education (*Hauptschule*, *Realschule*, *Gymnasium*, *Gesamtschule*), where they must remain at least until the completion of their full-time compulsory education (generally until 15).

See also 3.5.

Statistics 1988-89

Pupils	2,363,155
Teachers*	116,292
Schools	13,595

* full-time equivalents.

Source: Statistical Publication of the Standing Conference of the Ministers of Education and Cultural Affairs N°109, 1989 and Federal Statistical Office.

3.3 General Secondary Schools

General secondary schools (*allgemeinbildende Sekundarschulen*, i.e. *Hauptschule*, *Realschule* and *Gymnasium*) build on the primary education provide i at the primary school. In addition, there are comprel ensive schools (*Gesamtschulen*) in all the *Länder*. In seven *Länder*, they have regular school status alongside *Hauptschulen*, *Realschulen* and *Gymnasien*. In other *Länder*, they are classified as optional schools, special kinds of schools, special forms of combined school, or as experimental schools. The fifth and sixth years at all general secondary schools may be organized as orientation years. During this time, the decision on the direction in which pupils will be streamed is left open until the end of the sixth year. This orientation stage (*Orientierungsstufe*), referred to variously in the *Länder* as a promotional stage, a test stage, an observation stage or an orientation stage, is also organized independently of school types in some *Länder*. In this case, the secondary schools that follow begin with the seventh year.

The following overview shows the proportion of pupils in year eight for the various types of general lower secondary education in 1988:

Hauptschulen	35,9%
Realschulen	29,1%
Gymnasien	29,3%
Gesamtschulen	5,7%

3.3.1 *Hauptschule* (General lower secondary school)

The *Hauptschule* consists of years five to nine (but in Berlin and Bremen seven to ten, in North Rhine-Westphalia five to ten, and in *Länder* with a school-type independent orientation stage seven to nine). The *Hauptschule* offers its pupils a general secondary education.

Curriculum

Compulsory subjects for all pupils at the *Hauptschule* include German, a foreign language, mathematics, physics and chemistry, biology, geography, history, and social studies and so-called *Arbeitslehre* (ie. basic economics and technology), religion, music, art, physical education, and, in some *Länder*, domestic science and economics (in Bavaria also an introduction to pedagogy and psychology). At least for mathematics and foreign language (usually English), courses are taught at separate levels, according to the pupil's aptitude. The aim of this is to better accommodate differences in pupils' learning ability, to make it possible for more pupils to gain qualifications successfully, as well as to facilitate their transition to other types of secondary school.

From the fifth to the ninth or tenth years, pupils are taught between 30 and 33 hours a week.

See also 3.3.5 and 3.5.

On completion of the ninth or tenth years, pupils usually begin vocational training in the dual system (explained in the section on vocational education and training). In the five *Länder* which offer 9 years of full-time compulsory education, pupils have the option of taking a voluntary tenth year at the *Hauptschule* in order to acquire a secondary school qualification giving them access to further education. The tenth year of schooling, as well as the courses of vocational education and training at upper secondary level, offer qualified *Hauptschule* leavers an opportunity to acquire higher-level certificates ranging up to the higher education entrance qualification.

3.3.2 *Realschule* (General lower secondary school)

Realschulen usually cover the period from the fifth through to the tenth year (in *Länder* with the school-type-independent orientation stage, it covers the seventh to the tenth year). In Bavaria, *Realschulen* are normally limited to four years only, i.e. they do not begin until after the sixth year of the *Hauptschule*. In addition, there is a special type of three-year or four-

year *Realschule* for pupils who transfer from a *Hauptschule* after completing the sixth or seventh year. *Realschulen* offer their pupils a general secondary education extending beyond that provided in the *Hauptschulen*. The qualification on leaving a *Realschule* permits the transition to training courses resulting directly in a professional or study qualification, as explained below in connection with the different qualifications obtained on leaving lower secondary education.

Curriculum

Compulsory subjects at the *Realschule* include German, a foreign language (usually English), mathematics, biology, chemistry, physics, geography, history, politics, religion, music, art, and sport. In the seventh year, 3 to 5 hours per week of compulsory teaching in a selected subject are added to the obligatory workload. Here, according to their personal inclination or capabilities, pupils can opt to strengthen their knowledge of certain compulsory subjects or choose new subjects, e.g. a second foreign language (normally French), available from the seventh year.

Teaching amounts to between 30 and 34 hours a week.

See also 3.3.5 and 3.5.

3.3.3 *Gymnasium* (General secondary school)

As a rule, *Gymnasien* extend from the fifth to the thirteenth years or, in the case of six years of primary school or a school-type-independent orientation stage, years seven to thirteen. In addition, there are special types of *Gymnasien* to which pupils of the *Hauptschule* can transfer on completion of the seventh year, as well as other types for particularly gifted *Realschule* and vocational school leavers.

Curriculum

Between the fifth and tenth years, the compulsory subjects taught at *Gymnasien* leading to the general university entrance qualification (*Allgemeine Hochschulreife*) include German, mathematics, biology, geography, music, art, sport, at least two foreign languages, history, social studies, physics and chemistry. Religion is taught as a regular subject in most *Länder*.

The number of hours (of class attendance) per week at *Gymnasien* varies from 30 to 35, depending on the year and the *Land* concerned.

Senior secondary education

The upper level of the *Gymnasium* (usually referred to as *gymnasiale Oberstufe*) consists of years eleven, twelve, and thirteen. The requirement for admission to this level is an authorization to enter the *gymnasiale Oberstufe*, which may normally be acquired at the end of the tenth year of the *Gymnasium* (see also 3.3.5). From the eleventh year onwards, building on the education provided in lower secondary education, a course system replaces the permanent class system after a transitional period. Although certain subjects or subject areas continue to be compulsory, pupils now have considerable scope in their choice of subjects and can establish areas of specialization within the extended range of the courses on offer.

Subjects are classified within subject areas. These areas are:

- language, literature, arts;
- social sciences;
- mathematics, science, technology.

Each of these three subject areas must be represented in the school record of every secondary school pupil to the end of the upper level of the *Gymnasium*, including the *Abitur* examination. Religion and sport are also compulsory subjects, in addition to the three subject areas indicated. Courses are offered at two different levels in terms of academic standard and teaching time, as basic or advanced courses (*Grundkurse* and *Leistungskurse*, respectively). Whilst the basic courses are intended to ensure that all pupils acquire a broad general education of the subject in question, the advanced courses are meant to provide further specialist knowledge and serve as an in-depth introduction to academic study. Up to two-thirds of the courses taught are basic courses. Under an agreement made by the Standing Conference of the Ministers of Education and Cultural Affairs, as of 1989, pupils must select at least two advanced courses, one of which must be either German, a foreign language, mathematics, or a science subject. If German is the main advanced course, mathematics or a foreign language must be included among the four subjects taken in the *Abitur* examination. New subjects in the upper level of the *Gymnasium*, including foreign languages and career-oriented (vocational) subjects, can be taken as a second advanced course. Some

Länder impose restrictions, prescribing certain advanced course combinations.

The upper level of the *Gymnasium* ends with the *Abitur* examination, which is taken in four subjects. Written and, in some cases, also oral examinations are given in the two advanced course subjects, as well as in one other subject. An oral examination only is given in the fourth subject. All three of the subject areas mentioned above must be represented in the examination. Pupils who pass the *Abitur* examination are awarded a certificate qualifying them for entry to higher education. The different higher education entrance qualifications are discussed in detail in the section on admission to higher education (3.6).

See also 3.5.

3.3.4 *Gesamtschule* (Comprehensive school)

Comprehensive schools were originally experimental schools, used to test a new form of education at lower secondary level. Comprehensive schools teach the same subjects as schools in the divided school system in the fifth to the ninth or tenth years. The comprehensive school does not begin until the seventh year if, as in Berlin, it follows six years of primary school or the school-type-independent orientation stage. There are cooperative comprehensive schools (*Kooperative Gesamtschulen*), at which the school types of the traditional divided school system (*Hauptschule*, *Realschule*, *Gymnasium*) continue to exist, but with their curricula harmonized so as to facilitate the transfer of pupils from one kind of school to another. Cooperative comprehensive schools may also have a uniform school administration. There are also integrated comprehensive schools (*Integrierte Gesamtschulen*), at which all pupils are taught jointly without being enrolled in any specific school type. In 1988, 5.7% of the pupils in lower secondary level were enrolled at integrated comprehensive schools. Some of the comprehensive schools also have the upper secondary level of the *Gymnasium*. In North Rhine-Westphalia, the integrated comprehensive schools usually include years eleven to thirteen of the *Gymnasium* (ie. the *gymnasiale Oberstufe*).

Curriculum

In contrast to the other school types at secondary level, the curriculum at *Gesamtschulen* comprises all the subjects taught at *Hauptschulen*, *Realschulen* and *Gymnasien*. In the fifth and sixth years, all pupils are taught together. From the seventh year onwards, pupils are required to take an increasing number of compulsory options in addition to compulsory subjects. Compulsory subjects, i.e. German, mathematics, compulsory foreign languages, and the science subjects are taught on at least two different levels. In the social science subjects, art, music, religion, and sport, all pupils are taught together. The leaving certificates available at integrated comprehensive schools are awarded under the same conditions as at traditional divided schools and, as such, are equivalent to the leaving certificates awarded at the end of lower secondary level described below.

3.3.5 Qualifications at the end of lower secondary level

In lower secondary education, the first qualification can be acquired at the general secondary schools described above, on completion of the ninth or tenth years. On successful completion of the ninth year, pupils are given a *Hauptschule* leaving certificate. At the other secondary schools, pupils are automatically credited with a *Hauptschule* qualification on successfully completing the ninth or tenth year. The *Hauptschule* leaving certificate entitles pupils to transfer to a full-time vocational school (*Berufsfachschule*). Moreover, it is usually the requirement for a successful application for a training place in the dual system. A *Hauptschule* leaving qualification at a more advanced level is available in several *Länder*, obtainable after nine or, in some cases, ten school years. This opens up additional possibilities.

A further qualification in lower secondary education is the *Realschule* leaving certificate (also called the *mittlerer Bildungsabschluß*), awarded on completion of the tenth year at *Realschulen*. The same qualification can also be acquired on completion of the tenth year at a *Gymnasium* or, under certain conditions, on completing the tenth year at integrated comprehensive schools and *Hauptschulen*. The *Realschule* leaving certificate provides access to technical secondary schools (*Fachoberschulen*). Completion of a two-year course at a technical secondary school leads to a certificate of qualification for admission to *Fachhochschulen* (higher education institutions offering courses with a practical bias) and, as such, opens up access to higher education. Furthermore, the

Realschule leaving certificate allows its holder to continue to full-time vocational training at those full-time vocational schools that offer courses demanding an extensive general education. Finally, the *Realschule* leaving certificate also provides access to the upper level of the *Gymnasium*, on completion of which a general higher education admission qualification is awarded. The *Realschule* leaving certificate is also needed for access to certain career training courses requiring more extensive general education.

The qualification to enter the *gymnasiale Oberstufe* at the beginning of the eleventh year is normally acquired at the end of the tenth year of the *Gymnasium*. However, a similar authorization to continue to the *gymnasiale Oberstufe* can also be obtained by way of a *Realschule* leaving certificate of a certain merit or via qualifications from vocational education at vocational extension schools (*Berufsaufbauschulen*), full-time vocational schools (*Berufsfachschulen*) or technical schools (*Fachschulen*).

Statistics 1988-89

	Pupils	Teachers*	Schools
Orientation stage	213,614	14,532	1,138
Hauptschule	1,075,761	77,568	5,980
Realschule	875,049	54,582	2,580
Gymnasium	1,562,966	116,406	2,460
Integrierte Gesamtschule	232,776	19,863	407

* Full-time equivalents.

Statistical data is not provided for other institutions not described in the text (e.g. special schools, evening schools).

Source: Statistical Publication of the Standing Conference of the Ministers of Education and Cultural Affairs N°109, 1989 and Federal Statistical Office.

3.4 Vocational Schools

From the tenth year onwards (the eleventh year in Berlin, Bremen and North Rhine-Westphalia), pupils not enrolled in general secondary schools (*Realschule*, *Gymnasium*, *Gesamtschule*) must attend a vocational school at least part-time (ie. the *Berufsschule*) parallel to vocational training or to employment, and for at least three years.

For the majority of young people of 15 to 18, vocational training takes place after completion of compulsory full-time education (nine or ten years of school) in the dual system, i.e. both on the job and at part-time vocational schools (*Berufsschulen*). Under the constitution of the Federal Republic of Germany, the *Länder* are responsible for vocational education at schools. Attendance at a *Berufsschule* is part of compulsory education. Out-of-school vocational training, whether on the job or off the job, is a federal responsibility and is regulated by federal law in the form of the *Berufsbildungsgesetz* (Vocational Training Act).

3.4.1 *Berufsschule* (Part-time vocational school)

The *Berufsschule* is attended by pupils undergoing initial vocational training, and by *Hauptschule* leavers, or graduates of other general education schools who have taken a job after completing their full-time school obligation, but are still subject to compulsory vocational education. The *Berufsschule* is supposed to provide pupils with general and career-oriented education, with special consideration being given to vocational training requirements. The syllabuses for career-related courses at *Berufsschulen*, and the regulations for vocational training in the various recognized occupations, are jointly drawn up by federal and *Länder* authorities in a coordinated procedure. About 40% of the teaching at *Berufsschulen* covers general education subjects, i.e. German, civics or the social sciences, economics, religion and sport. Teaching takes place on a part-time basis on one or several days of the week and generally involves up to 12 hours of classroom work during this time. Teaching can also take place in related blocks. *Berufsschule* leavers receive a leaving certificate that, together with an examination certificate proving the pupil has successfully completed his or her vocational training (skilled worker certificate, journeyman certificate), qualifies the holder for admission to advanced vocational education, for example, at a *Fachschule*.

Basic vocational training may be undergone in a separate first stage of vocational training, either in the form of a year of full-time school or of a combination of part-time school and on-the-job training. In accordance with a resolution adopted by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder*, this first level of vocational training is called the «basic vocational training year» (*Berufsgrundbildungsjahr*). Its purpose is to provide basic vocational training in the form of general education extending beyond the scope of a specific

occupation, and theoretical and practical education within the scope of a given career area. For the recognized occupations for which training and career qualifications are available and which are assigned to a specific career area, it is the basis for ensuing specialized career training.

The young people taking such a basic vocational training year must opt for one of the 13 currently existing career areas (business administration, metallurgical engineering, electrical engineering, construction engineering, woodworking techniques, textiles and garment making, chemistry, physics, biology, printing technology, paint technology, interior design, physical hygiene, health, nutrition/home economics, agronomy). Successful completion of this year of basic education results in it being counted as the first year of vocational training in the specific recognized career associated with the career area in question.

Training places for on-the-job initial vocational training are provided by employers in commerce and the public service sector, in independent professions, and in private households. Training is always based on a vocational training contract concluded between the employer providing the training and the trainee. The contract contains or regulates the training objective, the time when the training begins, the duration of training, the amount of time devoted to training every day, the duration of the trial period, the mode and extent of payment, the amount of holiday, and the conditions under which the training contract can be terminated. Vocational training situations are governed by the relevant provisions of the Vocational Training Act (*Berufsbildungsgesetz*). The content and duration of training, as well as the examination requirements, are governed by federal regulations (training regulations). The duration of training is between two and three and a half years. As a rule it lasts three years. At the present time, vocational training can be acquired in around 380 recognized careers. Regulations for on-the-job training and the general syllabus for in-school training are drawn up under a coordinated procedure in accordance with an agreement between the federal and *Länder* governments. This ensures a close connection between on-the-job training and in-school training (*dual system*). Training in a recognized career ends with a final examination. The authorities responsible for administering these examinations are, in the case of the crafts and trades, the Chambers of Crafts and Trades, for occupations in commerce and industry the Chambers of Commerce and Industry, for agricultural occupations the Ministries of Food, Agriculture and Forestry in some *Länder* and the Chambers of Agriculture in others. The various chambers mentioned are self-governing organizations in the various sectors of industry, organized as public law bodies with compulsory membership for employment-providing companies and organizations. They carry out professional functions and, in some cases, e.g. in the area of vocational training, they also perform functions on behalf of the State.

3.4.2 *Berufsfachschule* (Full-time vocational school)

Berufsfachschulen are full-time schools that prepare pupils for jobs or provide them with vocational train-

47

BEST COPY AVAILABLE

ing and, at the same time, promote general education. The range of courses offered at this school type is unusually broad. There are, amongst others, *Berufsfachschulen* for crafts industry occupations, business occupations, home-economics-related and social-work-related occupations, artistic occupations, public health occupations, and occupations involving foreign languages. Insofar as schools do not provide a full career qualification, credit for having attended a *Berufsfachschule* can be given for the first year of vocational training in the *dual system* on enrolment in a course of training in a recognized occupation, provided certain conditions are met.

The requirement for admission to a *Berufsfachschule* is, depending on the training objective, a *Hauptschule* leaving certificate, a *Realschule* leaving certificate or equivalent certificate. The period of education at a *Berufsfachschule* varies, depending on the intended career specialization. It takes at least one school year. The period of training always ends with a final examination. At *Berufsfachschulen* lasting at least two years and requiring a *Hauptschule* leaving certificate for admission, pupils can acquire a leaving certificate equivalent to a *Realschule* leaving certificate. Two-year *Berufsfachschulen* requiring a *Realschule* leaving certificate for admission result in a vocational qualification as a State-certified assistant in various areas (e.g. State-certified chemical engineering assistant, business assistant).

The amount of classroom instruction per week amounts to between 30 and 35 hours.

3.4.3 *Berufsaufbauschule* (Vocational extension school)

Berufsaufbauschulen are schools attended by young people who are either enrolled at a *Berufsschule* or who have fulfilled their vocational education obligation and are now engaged in, or have completed, vocational training. The objective of this period of schooling is the expansion and consolidation of general and vocational education during or after vocational training. The *Berufsaufbauschule* may be divided up into sections such as technology, economics, domestic science and social work, and agriculture. Classroom work involves both general and vocational education, and amounts overall to at least 1,200 classroom hours. A total of at least 600 classroom hours are devoted to German, a foreign language, mathematics and science subjects. Other courses include social studies with politics and social science, as well as at least one vocational subject. At least 160 hours are to be devoted to teaching related to the chosen specialization. In the case of full-time schooling, courses at the *Berufsaufbauschule* last one year and end with an examination. Successful pupils acquire a leaving certificate equivalent to a *Realschule* leaving certificate, which, in turn, is the prerequisite for admission to certain *Berufsfachschulen*, as well as to *berufliche Gymnasien* and *Fachoberschulen*.

3.4.4 *Fachoberschule* (Technical secondary school)

The *Fachoberschule* consists of two consecutive years (the eleventh and twelfth years), and requires a *Realschule* leaving certificate or its equivalent. It imparts general, as well as technical, knowledge and skills, and results in a qualification leading to admission to *Fachhochschulen*. There are *Fachoberschulen* for technology, economics and administration, nutrition and domestic science, social work, design, and nautics, amongst other things. Practical training in the subject of specialization takes place in the eleventh year, i.e. in the first year of this school type, and is provided four days a week throughout the entire year. In addition, at least eight hours of classroom teaching are provided every week. The eleventh year of the *Fachoberschule* can be skipped if pupils provide proof of having completed a course of vocational training. Such pupils may enrol directly in the twelfth year at a *Fachoberschule*. In the twelfth year (second year of *Fachoberschule*), 30 hours of general and specialization-related classroom teaching are given per week. German, social studies, mathematics, science, a foreign language, and physical education are compulsory subjects. General education subjects are the same for all sections. At least three-fifths of compulsory classroom work covers the area of general education.

3.4.5 *Berufliches Gymnasium* (Upper level of the *Gymnasium* with a technical bias)

In contrast to the *Gymnasium* which, as a rule, offers a continuous period of schooling from the fifth to the thirteenth year, the career-oriented *Berufliches Gymnasium* does not have a lower or intermediate level. This type of school (also called *Fachgymnasium*),

which exists in some *Länder*, consists of years eleven to thirteen, which form the upper level of the *Gymnasium*, and leads, based on a *Realschule* leaving certificate or its equivalent, to a general university entrance qualification. Career-oriented subjects, such as economics and engineering (electrical engineering, metallurgical engineering, construction engineering, etc.), are added to the subjects otherwise available at the general *Gymnasium*. Pupils may select these subjects as second advanced course subjects instead of general education subjects and may also choose them as *Abitur* examination subjects.

3.4.6 Education leading to double qualifications

Finally, mention should be made of developments aimed at enabling pupils to acquire more than one qualification - courses leading to double qualifications (*doppeltqualifizierende Bildungsgänge*). What is involved, as a rule, is the acquisition of a university entrance qualification and, at the same time, a career qualification. This type of education is generally offered at *Gymnasien*, career-orientated *Gymnasien* (*berufliche Gymnasien*, *Fachgymnasien*), special combined schools (*Gymnasien* and vocational schools), or in a particular type of school such as the *Kollegschule* in North Rhine-Westphalia. The duration of courses leading to double qualifications is generally four years instead of the normal three. They involve two separate examinations (the *Abitur* examination and a final examination for a vocational qualification).

3.4.7 *Fachschule* (Technical school providing advanced vocational training)

Fachschulen are schools building on an initial vocational qualification, which offer advanced vocational training as well as promoting general education. They train specialized middle-level personnel to manage enterprises independently in their chosen fields (eg. the trades, agriculture, domestic science), to train junior personnel, or to assume major responsibilities within clearly defined areas. In order to be admitted, pupils must normally have completed pertinent vocational training or they must have work experience in their field. As a rule, they must have been employed in their field before entry into a *Fachschule*.

Those *Fachschulen* that have two-year programmes, offer courses of study in approximately 60 subjects, all of which end in a final examination recognized by the State. Among the most strongly represented subjects are mechanical engineering, electrical engineering, construction engineering, chemical engineering, and business management. Successful completion of a course of study at a *Fachschule* entitles the person in question to use a professional title such as *staatlich geprüfter Techniker* (State-examined engineer), *staatlich geprüfter Betriebswirt* (State-examined business manager), and so on. Furthermore, there are other two-year *Fachschulen* for domestic science and *Fachschulen* for geriatric nursing, as well as one-year *Fachschulen* (e.g. for agronomy) and a three-year training in *Fachschulen* for kindergarten teachers and social workers.

Statistics 1988-89

	Pupils	Teachers*	Schools
Berufsschule	1,674,200	36,849	1,492
Basic Vocational Training Year	87,324	6,393	717
Berufsfachschule	285,254	22,703	2,333
Berufsaufbauschule	8,709	632	277
Fachoberschule	79,253	4,896	624
Berufliches Gymnasium	62,903	5,081	344
Kollegschule	55,305	2,102	25
Fachschule	104,681	6,818	1,102

* Full-time equivalent.

Source: Statistical Publication of the Standing Conference of the Ministers of Education and Cultural Affairs N°109, 1989 and Federal Statistical Office.

3.5 School Curricula, Organization of Teaching and Assessment

School curricula for the general education and vocational schools described are issued by the Ministries of Education and Cultural Affairs of the *Länder*. As a rule, they are drawn up by teachers and other experts in special commissions.

Teaching at schools usually involves classes comprising children of the same age or year. In the orientation

stage, as well as in comprehensive schools, certain subjects (mathematics, the first foreign language, German, science) are taught at different levels of achievement from a certain year onwards. Whether a pupil moves up to the next year at the end of the year or is kept down to repeat the class, depends on his or her performance and personal development in the course of the year. The most important consideration for this decision is whether or not the pupil will be able to cope successfully with the work in the next class or year. Except for the first year and, in some *Länder*, also the second year, assessment is carried out on the basis of a marking scale.

The Standing Conference of Ministers of Education of the *Länder* has agreed to define the marks as follows:

sehr gut (1)	The mark *sehr gut* (very good) is to be given when the performance is well above the required standard.
gut (2)	The mark *gut* (good) is to be given for a performance that fully meets the required standard.
befriedigend (3)	The mark *befriedigend* (satisfactory) is to be given for a performance that on the whole meets the required standard.
ausreichend (4)	The mark *ausreichend* (adequate) is to be given for a performance which, though showing deficiencies, on the whole still meets the required standard.
mangelhaft (5)	The mark *mangelhaft* (poor) is to be given for a performance that does not meet the required standard but indicates that the necessary basic knowledge exists and that the deficiences could be removed in a foreseeable period.
ungenügend (6)	The mark *ungenügend* (very poor) is to be given for a performance that does not meet the required standard and indicates that even the basic knowledge is so fragmentary that the deficiencies could not be removed within a foreseeable period.

In the upper level of the *Gymnasium*, performance is assessed on the basis of a points system, which is, again, related to the conventional 6-mark scale.

3.6 Admission to Higher Education

Secondary schools in the general education and vocational sectors lead to higher education, provided pupils choose the appropriate types of training and pass the necessary final examinations.

A school leaving certificate qualifying pupils for higher education is required for admission to degree programmes at higher education institutions. There is a distinction to be made between different types of qualifications for admission to higher education:

- the general higher education entrance qualification (*allgemeine Hochschulreife*) gives the holder the right to study at all institutions of higher education without restrictions with regard to subjects or subject areas;
- the subject-restricted higher education entrance qualification (*fachgebundene Hochschulreife*) grants the holder the right to enrol in specific programmes of study at universities or equivalent institutions of higher education, or at *Fachhochschulen*;
- the entrance qualification for *Fachhochschulen* (*Fachhochschulreife*) entitles the holder to study at *Fachhochschulen* and to enrol for equivalent programmes of study at comprehensive universities (*Universitäten - Gesamthochschulen*).

The general or subject-restricted higher education entrance qualification (*allgemeine* or *fachgebundene Hochschulreife*) is obtained after 13 years of school, including upper secondary education or certain types of career-oriented education at upper secondary level which also lead to a general higher education entrance qualification. The entrance qualification for studies at *Fachhochschulen* is acquired after 12 years of school, as a rule at *Fachoberschulen* (technical secondary schools). *Abendgymnasien* (night schools for employed adults), *Kollegs* (institutions offering programmes preparing adults for higher education), as well as special examinations affording access to higher education for working adults with particular ability, represent additional possibilities for obtaining the general higher education entrance qualification. The entrance qualification for studies at *Fachhochschulen* can also be acquired through supplementary programmes at *Berufsfachschulen* and *Fachschulen*.

GREECE

PREFECTURES
14
12
40
45
24
47
29
41
21
50
19
52
26
30
42
11
36
34
38
23
48
27
22
25
54
4
43
16
49
15
37
1
51
10
5
6
8
7
28
9
31
32
2
18
3
13
17
39
33
53
44
20
35

Map Legend

1 AITOLOAKARNANIA	19 IMATHIA	37 LEFKADA
2 ARGOLIDA	20 IPAKLEIO	38 MAGNISIA
3 ARKADIA	21 THESSALONIKI	39 MESSINIA
4 ARTA	22 THESPROTIA	40 XANTHI
5 ATHINA	23 IOANNINA	41 PELLA
6 EASTERN ATTICA	24 KAVALA	42 PIERIA
7 WESTERN ATTICA	25 KARDITSA	43 PREVEZA
8 PEIRAIA	26 KASTORIA	44 RETHIMNO
9 ACHAIA	27 KERKYRA	45 RODOPI
10 VOIOTIA	28 KEFALLINIA	46 SAMOS
11 GREVENA	29 KILKIS	47 SERRES
12 DRAMA	30 KOZANI	48 TRIKALA
13 DODEKANISA	31 KORINTHOS	49 FTHIOTIDA
14 EVROS	32 KYKLADES	50 FLORINA
15 EVIA	33 LAKONIA	51 FOKIDA
16 EVRYTANIA	34 LARISSA	52 CHALKIDIKI
17 ZACINTHOS	35 LASITHI	53 CHANIA
18 ILEIA	36 LESVOS	54 CHIOS

Greece

1. Responsibilities and Administration 61

2. Pre-School Education 64

3. Compulsory Education 65

   3.1 Primary education 65

   3.2 Lower secondary education (*Gymnasio*) 65

4. Post-compulsory education (Upper secondary education) 67

   4.1 *Lykeia* 67

   4.2 Technical-Vocational Schools (*TES*) 69

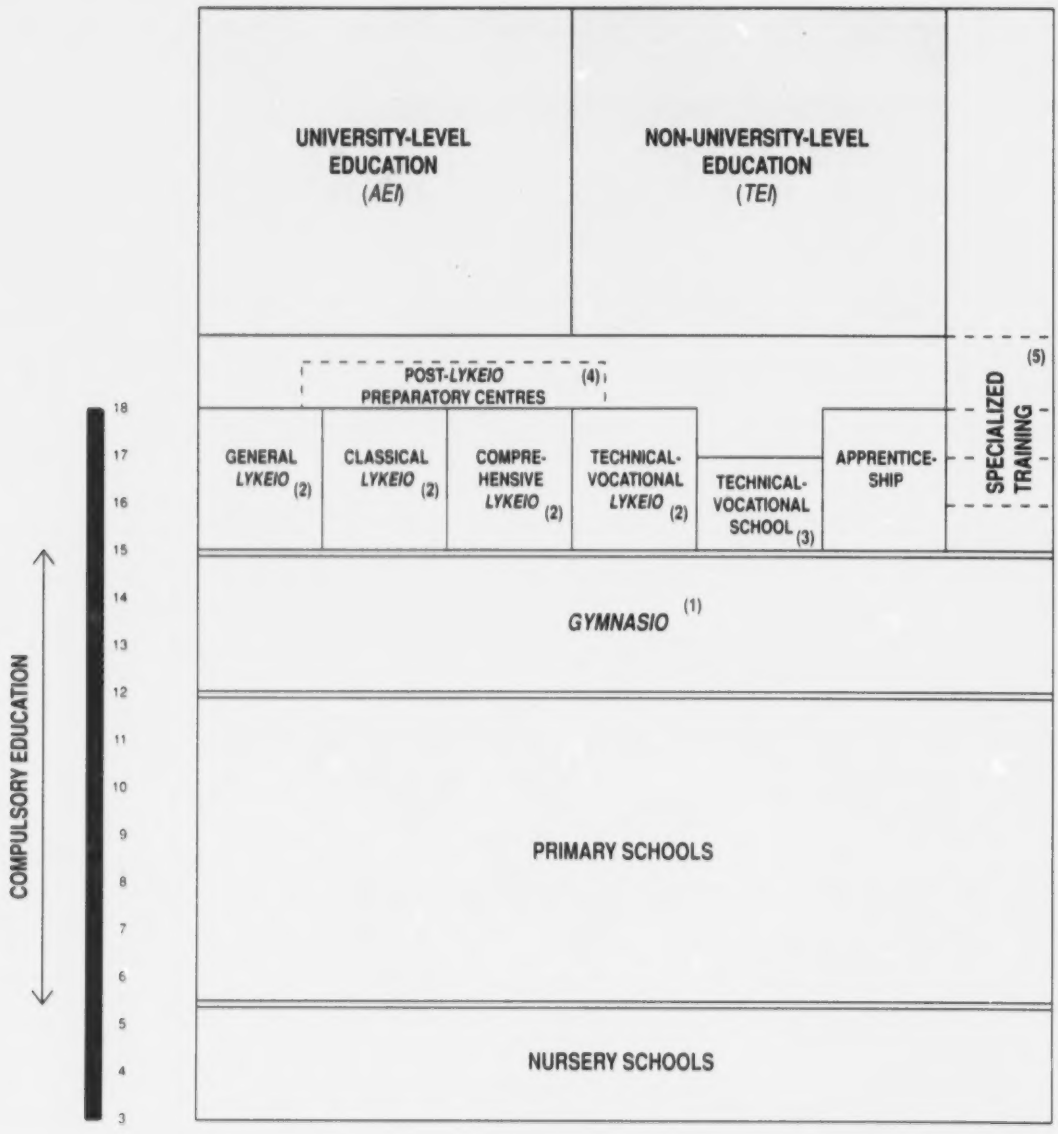
5. Initial vocational training 71

   5.1 Apprenticeship 71

   5.2 Short courses 71

   5.3 Specialized training 71

GREECE



1. The *Gymnasio* provides general education at lower secondary level with the leaving certificate providing access to the *Lykeio*. Evening *Gymnasia* provide equivalent education for employed persons 14 years of age or over.
2. The *Lykeio* provides education at upper secondary level with the leaving certificate providing access to the general university entrance examinations. General *Lykeia* provide general secondary education. Classical *Lykeia* promote classical studies. Comprehensive *Lykeia* aim to link general and technical-vocational education. Technical-Vocational *Lykeia* combine general education with vocational training. Evening *Lykeia* provide equivalent education, lasting 4 years, for employed persons.
3. The Technical-Vocational School (*TES*) provides up to 2 years of technical-vocational education at upper secondary level leading to employment. Evening *TES* provide courses of up to 3 years for employed persons.
4. Post-*Lykeio* Preparatory Centres prepare *Lykeio* leavers who have not already been successful in the general university entrance examinations to take them.
5. Specialized training of various lengths include in particular the courses run by *OAED* (Employment and Manpower Organization).

▭ = not described in the text.
- - - - - = division in the level/type of education.
– – – – – = alternative beginning or end of level/type of education.

1. Responsibilities and administration

Greece considers that education should play a vital role in the development of the country and the welfare of its citizens. According to the Greek Constitution, every citizen regardless of origin, background and sex should have the right and access to equal educational opportunities. In addition, investment in education should constitute an obligation of the State. Therefore, education at all levels (primary, secondary and tertiary level) is offered by the State free of charge.

Responsibility for provision

The following bodies are involved in the administration, management and support of primary and secondary education:

- The Ministry of Education.
- The 108 Directors of Primary and Secondary Education which function in the 54 prefectures in Greece and report directly to the Ministry of Education.
- The Heads of the Education Offices for primary and secondary education who report directly to the directors of education in their prefecture. These education offices are located in prefectures with a large school population.
- The head teachers and the deputy head teachers of schools who report to the directors and/or to the heads of the education offices in the prefecture.
- The Teachers' Council of each school.
- Education organizations, committees and bodies of qualified personnel.

Ministry of Education

The basic functions and responsibilities of the Ministry of Education are: assessment of educational needs; determination of educational goals and objectives suited to these needs; provision of the legal framework underlying the educational programmes, personnel, means and processes; coordination and evaluation of the regional educational services and schools; financial support and control of educational activities.

Directors of Education in the Prefecture

The basic duties and responsibilities of the directors of primary and secondary education in each prefecture are: coordination of the education offices in their prefecture; supervision of the school head teachers and coordination of the schools functioning in their prefecture; supervision and coordination of the maintenance of school buildings and the improvement of school equipment and workshops; allocation of teaching staff to schools; supervision of private schools; submission of proposals both to the Prefect of their prefecture and to the Ministry of Education for the improvement of educational activities in their prefecture.

Heads of the Education Offices in the Prefecture

The administrative tasks and responsibilities of the heads of education offices are similar to those of the directors of education in the prefecture.

The **School Head teacher**, supported by the **Deputy Head teacher**, and the **Teachers' Council** are involved in the administration of each school.

The basic tasks and responsibilities of the school head teacher are: coordination of all school activities in accordance with the legal regulations; supervision of the teaching staff; maintenance of teachers' records and financial management of the school.

The Teachers' Council is responsible for the implementation of legal regulations concerning the cur-

ricula, pupil attendance, the management of discipline problems, the supervision of activities undertaken by the Pupils' Communities and all other events taking place in the school.

In addition, issues concerning teachers' duties and careers are dealt with by a **Regional Council** in each prefecture and by a **Central Council** in the Ministry of Education at national level. The councils consist of five members. The president of each council is from the judiciary, two members are teachers holding the highest rank in the career hierarchy (A rank) and the other two members are elected representatives of teachers.

Some functions and responsibilities have been distributed to public organizations and other bodies which report directly to the Minister of Education. Specifically, the organizations and bodies are:

- The **Pedagogical Institute.** This is a self-administered organization. It undertakes research studies in the areas of primary and secondary education and submits proposals to the Minister of Education for the improvement of programmes, the implementation of educational technology and the coordination of educational goals and objectives in accordance with the economic, social and cultural needs of the country. It also designs in-service training programmes for teachers of primary and secondary education.
- ***OSK* (The School Buildings' Organization).** This is a self-governing organization responsible for the construction of school buildings and for their equipment.
- ***OEDB* (Textbook Publishing Company).** This is a self-governing organization responsible for publishing textbooks and other educational material distributed free of charge.
- **School Advisers of Primary and Secondary Education.** These have a minimum of fifteen years' educational experience and the majority hold postgraduate degrees. In secondary education, each School Adviser is responsible for a group of teachers who teach the same discipline(s). Thus, there are School Advisers responsible for language teachers, science teachers, etc. School advisers provide in-service training and pedagogical support to teachers.
- **Environmental Education Centres.** The legal framework for these centres has been set up recently (Law 1892/90). They are intended to provide scientific and technical support for the environmental education programmes which function in the majority of secondary schools.
- **Consultative Centres for Young People.** Similarly, the legal framework for these centres has been set up recently (Law 1894/90). These centres are intended to support educational programmes which deal with the development of Health Education, specially drawn up to prevent the abuse of toxic substances.
- **19 Training Centres (*SELDE*, *SELME* and *SELETE*).** These provide in-service training programmes for teachers of primary and secondary education.

Participating/advisory bodies

The following bodies are in operation:

The **National Education Council**, which functions under the presidency of the Minister of Education. The members of this council comprise the Directors of the Ministry of Education and representatives from other Ministries, the Pedagogical Institute, the political parties, the Orthodox Church, the national federation of municipal authorities, tertiary education teaching and research staff, the national federation of parents, the federation of tertiary education students, the federation of teachers' unions, the national federations representing the world of production and the workforce, and the secretariat general of adult education.

This council proposes to the Government the basic guidelines and policies concerning education for children, young people and adults.

The **Prefectural (or Provincial) Education Committee,** which functions under the presidency of the Prefect (*Nomarchis* - local administrator of the Government). The members of each committee comprise Directors and School Advisers of primary and secondary education and representatives from the municipal authorities, the professional and cultural associations, the local parents' association, the local teachers' union, the private education sector, and the prefectural committee dealing with adult education.

The prefectural education committee is a consultative body that reports directly to the Prefect. Its main tasks are to submit proposals as regards the establishment, closure and amalgamation of schools, the distribution of funds, the establishment and management of libraries, the development of educational programmes

for parents and other adults and the organization of cultural events.

The **Community Education Committee,** which functions under the presidency of the mayor and/or the President of the community. The members of this committee comprise representatives from the school head teachers of the region, the local parents' associations, the professional organizations and the teachers' representatives. This committee is also a consultative body and deals with educational problems in the community.

Within the support structure of each prefecture, a qualified teacher coordinates the implementation of the careers guidance programmes offered to secondary schools in their prefecture. The coordinating teacher is responsible to the director of education in the prefecture and cooperates with the Pedagogical Institute.

According to the recent Law 1892/90, a similar network of coordinating teachers is to be established to support the environmental education programmes in schools.

Each school is supported by:

The **School Council**, which functions under the presidency of the school head teacher. Participants include all school teachers, a representative from the local community authorities and from the parents' associations. Representatives from the Pupils' Communities also participate in the School Council in secondary schools. The main responsibilities of this council are to promote better communication between teachers, pupils and parents and to handle problems associated with the functioning of the school.

The **School Committee**, whose members comprise the school head teacher, a representative from the local community authorities and from the parents. Representatives from the Pupils' Communities also participate in the School Committee in secondary schools. The main duties and responsibilities of the committee are associated with the financial management of the school.

The **Class Council**, which functions under the presidency of the deputy head teacher. Its members comprise the teaching staff of the class. This council submits proposals to the Teachers' Council for solving the problems in the particular class.

The **Parents' Association** in each school.

The **Pupils' Communities**, which give pupils the opportunity to undertake initiatives and contribute to the smooth functioning of the school.

Private Primary and Secondary Education

Programmes in private schools are the same as those provided by State schools. Possible initiatives concerning the programmes should have the approval of the Ministry of Education. In addition, the Ministry of Education provides the legal framework and guidelines as regards the functions of these schools, the specialist subjects of the teaching staff, the equivalence of certificates and other regulations.

2. Pre-school education

Nursery education lasts for two years and is at present optional. The enrolment of children is subject to their reaching the age of three and a half by 1 October of the first year of attendance.

Nursery school attendance is gradually being made compulsory, area by area, by joint decisions of the Ministers of National Education and Religious Affairs, Health-Welfare and Social Security, and Finance.

The role of the nursery school is to help children develop physically, emotionally, intellectually, and socially within the context of the wider purpose set by primary and secondary education.

The nursery schools (*Nypiagogeia*) which have from seven to thirty children have one teacher and are known as *monothesia*, while those with between thirty-one and sixty children have two teachers and are known as *dithesia*.

The establishment of nursery schools and increases in the number of permanent teaching staff are issued by joint decision of the Minister of National Education and Religious Affairs and the Minister of Finance.

Statistics 1989-90

	Pupils	Teachers*	Schools
State Education	134,279	7,738	5,410
Private Education	6,969	270	145

* Employed on a permanent basis.

Source: National Statistics Office.

3. Compulsory Education

Compulsory schooling in Greece covers a period of nine years, six years in primary school (*Demotiko Scholio*) and three in secondary school (*Gymnasio*).

3.1 Primary education

Greek children start compulsory education in a primary school in the year in which they reach the age of five and a half not later than 1 October.

Primary schools can be either State schools or private institutions. In State schools, education is provided free of charge. Books are also provided free.

State primary schools can be found throughout Greece, even in remote rural areas, on the condition that at least one pupil is enrolled.

According to Law 1566/85, the pupil-teacher ratios should be 25 to 1 at the most.

Curriculum

The subjects taught in classes 1 and 2 are: environmental studies, modern Greek language, arithmetic, aesthetic education and physical education. In the remaining classes, the curriculum includes religious knowledge, Greek language, history, arithmetic and geometry, civics, arts and crafts, music, gymnastics and cultural activities. During the school year 1989-1990, 1,202 primary schools, in addition to the ordinary curriculum, offered tuition in art, music, physical education and foreign languages.

The schools operate a five-day week. Classes 1 and 2 receive 23 hours of tuition each week, and the other classes receive 25 hours. In some schools, additional hours are offered, either to provide instructional support to slow achievers or to engage pupils in various activities, such as cultural and athletic events, or homework preparation while their parents work.

Assessment

Pupil assessment is conducted orally according to the following grades: Very Good (A), Good (B), Fairly Good (C).

Upward progression to the next class is automatic at the end of each school year. Only when a pupil has for a good reason been absent for more than half the academic year is he or she obliged to sit a progress examination. Failure in such an examination may result in the pupil having to repeat the year. Pupils in normal primary schools who have proved physically unfit on the basis of a medical report by the Medical Board could be assessed as «Insufficient» (D) and will be obliged to repeat the year.

On completion of their primary education, pupils are registered at the Gymnasio.

Statistics 1989-90

	Pupils	Teachers*	Schools
State Education	788,990	36,681	7,672
Private Education	57,508	2,191	398

*Employed on a permanent basis.

Source: National Statistics Office.

3.2 Lower secondary education (*Gymnasio*)

The school of lower secondary education is called the *Gymnasio*. Attendance at this type of school is compulsory. The main objective of the *Gymnasio* is to contribute to the full development of pupils in accordance with their capacities and the demands of society.

Gymnasia can be either State or private institutions. There are both daytime and evening *Gymnasia*. Textbooks in the State *Gymnasia* are offered by the State free of charge.

Pupils who have completed 6 years of primary education are registered at the *Gymnasia* without taking any examination.

Programmes last three years and there are 30 hours of tuition per week.

Curriculum

All pupils follow the same programme and there are no elective subjects in the curriculum.

The curriculum subjects are: ancient Greek literature in translation, modern Greek, mathematics and a foreign language (usually English or French). Religion, history, physical education, music, crafts, and geography are also taught throughout the three years, although the latter only in the first three months of each year. Physics and chemistry are taught in the 2nd and 3rd years, biology in the 3rd year, anthropology in the 2nd year and civics in the 3rd year. In addition, one hour per week for four months is set aside in all classes for school vocational guidance.

However, in order to respond to the needs of talented pupils, and to the needs of specific school populations, special programmes have been set up in some *Gymnasia*. In particular, three *Gymnasia* offer a special additional programme of 15 hours of tuition per week to pupils who are interested in music. Thirty-eight *Gymnasia* offer additional classes of 6 hours of tuition per week to talented pupils in the field of sports.

10 Ecclesiastical *Gymnasia* offer extra-curricular activities to enable pupils to develop attitudes and working habits needed for the priesthood. Only male pupils can be registered in these *Gymnasia*.

More generally, computer science programmes of two hours of tuition per week are offered in 300 *Gymnasia* with the aim of familiarizing pupils with the various uses of computers. Within the framework of extra-curricular programmes, 600 schools of lower and upper secondary education are involved in environmental education programmes.

Moreover, specific programmes in addition to the ordinary curriculum are offered in 3 *Gymnasia* in order to respond to the needs of repatriated Greeks.

Assessment

Every three months, pupils are assessed by means of oral and written tests, the latter lasting one hour per subject. In addition, there are written tests lasting 15 minutes to assess whether pupils have understood a specific unit.

Progression from class to class is dependent on the marks gained in each subject for each of the three-month periods. Final decisions on this progression, and on pupils' ultimate success, are taken by the Teachers' Council. Pupils are graded on a 20-point grading scale; they must attain a weighted mean of 10 marks in all subjects. Possible deviations from this rule exist; these are determined by the Ministry of Education.

Pupils successfully completing the *Gymnasio* receive a leaving certificate called *Apolytirio Gymnasiou*. They may be enrolled (without taking any examination) in all types of *Lykeia* as well as in the Technical-Vocational Schools (*TES*).

Statistics 1989-90

	Pupils	Teachers*	Schools
State *Gymnasia* (all types)	416,647	25,474	1,729
Private *Gymnasia*	15,795	1,005	73

* Employed on a permanent basis.

Source: National Statistics Office.

4. Post-compulsory education (Upper secondary education)

The schools of upper secondary education are the *Lykeia* and the Technical-Vocational Schools (*TES*). When they have completed their studies at the *Gymnasio*, pupils can be registered in any school of upper secondary education.

4.1 *Lykeia*

Lykeia can be either State or private institutions. There are both daytime and a few evening *Lykeia*. Textbooks in the State *Lykeia* are offered by the State free of charge.

Programmes last three years with the exception of evening *Lykeia* where programmes last four years.

The types of *Lykeio* are:

- The General *Lykeio*, which aims to integrate the development of pupils, to prepare them for further studies and to provide them with the necessary knowledge and experience to make career choices and find their place in society.
- The Technical-Vocational *Lykeio*, which aims to integrate the development of pupils, to prepare them for further studies and to provide them with the necessary knowledge and skills to be able to work upon leaving and contribute to the economic development of the country.
- The Comprehensive (*Polikladiko*) *Lykeio*, which aims to join, broaden and refine the objectives and curricula of the General *Lykeio* and Technical-Vocational *Lykeio* and to contribute to the full development of the individual.
- The Classical *Lykeio*, which, in addition to the goals of the General *Lykeio*, aims to broaden the knowledge of pupils in classical studies.
- The Ecclesiastical *Lykeio*, which, in addition to the goals of the General *Lykeio*, aims to develop attitudes and working habits in male pupils so that upon leaving they could enter the priesthood.
- In addition, Sports and Music *Lykeia* can be established in certain cities by Presidential Decree.

Curriculum

General and Ecclesiastical *Lykeio*

At the General *Lykeio*, pupils in classes 1 and 2 are taught a common curriculum of subjects for 30 hours per week: religion, modern Greek language and literature, ancient Greek language and literature, history, psychology (2nd year), mathematics, cosmography (2nd year), physics, chemistry, biology-human hygiene, economic geography-geology-minerology (1st year), foreign language, physical education, art-music (1st year), school vocational guidance.

In the final year (class 3), pupils receive 10 hours of tuition each week in a common core of general subjects and 20 hours of tuition in the subjects of one of the four option streams, that is, the 1st, 2nd, 3rd and 4th *desmi* programmes. Each option stream is designed to prepare pupils to enter a specific group of tertiary education institutions (university and non-university level). Pupils at the Ecclesiastical *Lykeio* can only select the 3rd option stream.

The common core of general subjects includes religion, philosophy, history, principles of political science - rudiments of democracy, foreign language (English or French), physical education.

The elective (preparatory) subjects for the four option streams are:

	1st	2nd	3rd	4th
– Modern Greek Language and Literature	\	\	\	\
– Mathematics	\	\		\
– Physics	\	\		
– Chemistry	\	\		
– Biology - Anthropology		\		
– Ancient Greek Language and Literature			\	
– Latin			\	
– History			\	\
– Sociology				\
– Political Economy				\

Technical-Vocational *Lykeio* (*TEL*)

In their first year at a Technical-Vocational *Lykeio* (*TEL*), all pupils follow a common curriculum. 34 hours of tuition are provided per week, out of which there are 21 hours of general subjects (religion, modern Greek, history, mathematics, physics, chemistry, foreign language, physical education, rudiments of democracy) and 13 hours of orientation subjects in a technical/vocational field (school vocational guidance, design, mechanics, principles of electricity, principles of economics, agriculture and development, principles of medicine).

Division into sectors commences in class 2. In this year, out of 34 hours of tuition per week there are 19 hours of general subjects and 15 hours of specialization subjects. The latter hours include the time spent in the workshop, which depends on the pupil's chosen sector (engineering, electricity and electronics, construction, chemistry and metallurgy, textiles, applied arts, informatics, economics and administration, agriculture and animal husbandry, social services, nautical training).

Pupils enrolled in the third year take a core of general education subjects similar to that offered in the third class of the General *Lykeio*. In addition, pupils in the third class can:

- select the 1st, 2nd or 4th option streams - if they wish to enter tertiary education;
- further specialize for employment upon leaving.

The vocational standing of pupils completing the *TEL* is regulated by Presidential Decree on the recommendation of the Minister of Education and Religious Affairs and of the other ministers concerned.

Comprehensive *Lykeio*

In class 1 at the Comprehensive *Lykeio*, all pupils follow a common curriculum of 31 hours of tuition per week and 3 hours of elective subjects.

Class 2 is divided into cycles of study and pupils follow a common curriculum of 16 hours per week, 2 hours of elective subjects and 16 hours of cycle subjects. In the third year, there are 14 hours of common curriculum subjects. In addition to these subjects, pupils can:

- select the 1st, 2nd, 3rd, or 4th option streams (see General *Lykeio*) – if they wish to enter tertiary education;
- further specialize for employment upon leaving. In this case they take the branch subjects which are an extension of the cycle subjects of the second year.

The common curriculum includes: religion, modern Greek, ancient Greek (1st year), history (1st and 2nd year), mathematics (1st year), information technology-computers (2nd year), physics (1st year), chemistry (1st year), man and society (3rd year), technology and production (1st year), ecology and environment (2nd year), elements of economics (1st year), physical education, foreign languages, careers education (1st year).

Elective subjects in the 1st year are: agriculture and development, biotechnology, elements of law.

The cycle subjects in the 2nd year deal with health, physical sciences and social welfare, economics and administration, mechanical technology, electrical and electronics technology, chemical technology and informatics.

Elective subjects in the 2nd year are: special subjects in Physics - cycles 1 and 3; ancient Greek texts (rendered in modern Greek) - cycles 2, 3, 4, 5, 6; principles of organization and administration of firms and businesses - cycles 1, 2, 4, 5, 6.

2nd year pupils cannot choose a subject which would be either contained in the programme of cycle subjects or has a similar content. This means that the pupils in cycle 1 may not choose «Ancient Greek Texts»; those in cycles 2, 4, 5 and 6 may not choose «special subjects in Physics»; those in cycle 3 may not choose «Principles of Organization and Administration of Firms and Businesses».

Pupils in all classes have the opportunity to attend extra-curricular programmes that respond to their personal interests and talents as well as to their environmental challenges. Such programmes deal with the areas of music, dance, painting, journalism, foreign languages, social and economic subjects.

Classical *Lykeio*

The common curriculum in the Classical *Lykeio*, taught for 30 hours in the 1st and 2nd year, includes, in addition to the subjects studied in the General *Lykeio*, Latin and German. In the 3rd year, there are 10 hours of general education subjects and 20 hours of subjects in the 3rd and 4th option streams (option streams 1 and 2 are not available in the Classical *Lykeio*).

Assessment

Every three months, all pupils are assessed in the same way as the *Gymnasio* pupils. But in addition, pupils at *Lykeia* have to sit each school year, in June, official written examinations in each subject for class progression or final assessment.

The final assessment of a pupil's performance over the year in each subject is based on the average of the oral assessment marks and the end-of-year written examination marks. As at the *Gymnasio*, final decisions on the progression of pupils from class to class or on their ultimate success are taken by the Teachers' Council.

In order to overcome the geographical, social, class and other inequalities which affect the level of educational opportunity, additional assistance is given to 1st and 2nd year *Lykeio* pupils who in the opinion of the Teachers' Council are in need of it.

Pupils who have completed the *Lykeio* but have not succeeded in gaining admission to higher education can, if they wish, attend courses of an option stream at an evening *Lykeio*.

Pupils successfully completing any type of *Lykeio* receive a certificate called *Apolytirio Lykeiou*. This certificate is offered only to pupils who in the third year of their studies were enrolled in a 1st, 2nd, 3rd, or 4th option stream. The *Apolytirio* indicates that pupils have the right to enter tertiary education either at home or abroad.

Pupils successfully completing the Technical-Vocational *Lykeio* and/or the Comprehensive *Lykeio* receive a certificate called *Ptyhio Lykeiou* on condition that during the third year of their studies they have attended a programme of specialization branch subjects.

Those holding an *Apolytirio* and wishing to specialize in a field may be registered at or re-enter, respectively, the second or third year of the Technical-Vocational *Lykeio* and/or the Comprehensive *Lykeio*. They may also be registered at the Technical-Vocational School (*TES*) (see below). In addition, they may enter tertiary education after passing a national examination in the option stream they have followed at school.

Those holding a *Ptyhio* and wishing to acquire an *Apolytirio* may be registered in the third year of all types of *Lykeio* (on condition that it offers the option stream that the holder wishes to follow). In addition, they may enter Technological Educational Institutions (*TEI*), without examination. A percentage of places in *TEI* is annually kept for the *Ptyhio* holders. Entrance to *TEI* is dependent on their *Ptyhio* marks.

There are also 47 specialization courses offered in the Comprehensive *Lykeio* which are designed for the *Ptyhio* holders of the Comprehensive *Lykeio*. Each course lasts for approximately nine months and allows those completing the Comprehensive *Lykeio* to receive further training for a profession. The Ministry of Education, the Pedagogical Institute and the Professional Associations are involved in the design of these courses.

Statistics 1989-90

	Pupils	Teachers*	Schools
State General, Classical and Ecclesiastical *Lykeia*	240,032	15,744	1,014
State Technical/ Vocational *Lykeia*	82,646	5,782	247
State Comprehensive *Lykeia*	19,466	1,621	25
Private General *Lykeia*	11,571	829	58
Private Technical/ Vocational *Lykeia*	4,688	325	8

*Employed on a permanent basis.

Source: National Statistics Office.

4.2 The Technical-Vocational Schools (*TES*)

In addition to the *Lykeia*, upper secondary education includes the Technical-Vocational Schools (*TES*), which aim to consolidate the general education of pupils and to prepare them for the world of work.

TES can be either State or private institutions. There are both daytime and evening *TES*. Textbooks are offered by the State, free of charge.

Programmes last for two years in daytime *TES*, and for three years in evening *TES*.

Curriculum and assessment

At the *TES*, 30 hours of tuition are provided each week in classes 1 and 2, of which 6 hours cover general subjects (modern Greek, mathematics, physics, foreign language, rudiments of democracy - 2nd year) and 24 hours cover specialization subjects and workshop training.

In order to support the workshop needs of the State *TEL*, *TES* and Comprehensive *Lykeia*, School Workshop Centres have been set up and have been supplied with modern educational equipment.

The procedures for assessing pupils are the same as those in *Lykeia*.

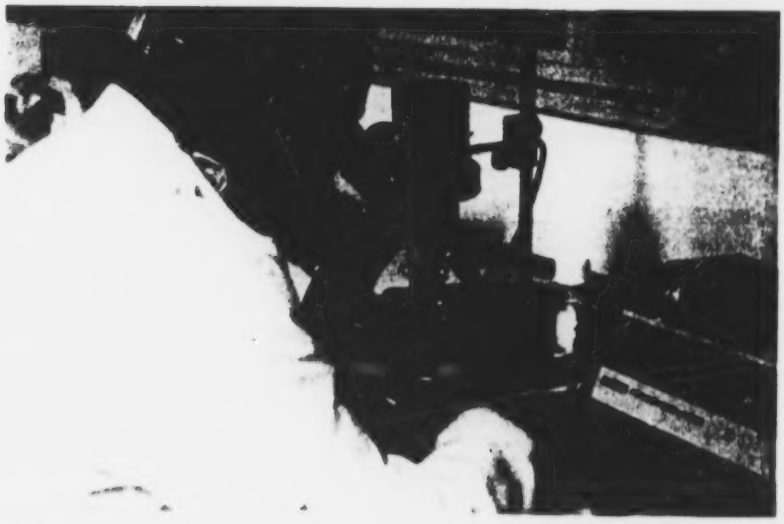
Pupils successfully completing the *TES* receive a certificate called *Ptyhio TES*. They can seek employment or be registered in the 1st year of all types of *Lykeio* or in the 2nd year of the *TEL* or the Comprehensive *Lykeio*.

Statistics 1989-1990

	Pupils	Teachers*	Schools
State *TES*	32,807	2,441	197
Private *TES*	7,384	599	28

* Employed on a permanent basis.

Source: National Statistics Office.



5. Initial vocational training

Outside the education system, the *OAED* (Employment and manpower organization) is the major provider of initial training for young people, through the apprenticeship system and short intensive training courses. Legislation passed in 1989 established the National Council for Vocational Training and placed under the responsibility of the Ministry of Labour all training institutions outside the formal education system. This law sets the framework for employment and training policy, covering employment/training arrangements, work experience, promotion of occupational mobility, closer links between firms and education and training institutions, enterprise training, local employment initiatives, devolution of training programmes to public, private and social bodies, etc.

5.1 Apprenticeship

Following the 1983-84 reform, apprenticeship now lasts three years:

- the 1st year is spent full-time in classes and workshops in an apprenticeship centre,
- the 2nd and 3rd years are spent more and more in a firm: 50% of the week in the 3rd semester, 60% in the 4th, 80% in the 5th and 100% in the 6th semester.

Apprenticeship is available only to young people aged 15 to 18 who have completed the 3-year *Gymnasio*.

Practical training places are found by the *OAED* in companies located around each apprenticeship centre. The number of specializations offered varies from 20 to 30 according to changes in labour market requirements.

Large public companies such as *DEH* (electricity), *OTE* (telecommunications), *OLP* (harbour of Pireus), *OSE* (railways), *EBO* (weapons), etc. run their own training schemes.

5.2 Short courses

Full-time intensive training courses lasting 6 to 9 months are run in *KETEK* (Centres of technical and vocational training) in more than 20 occupational fields. They are available to unskilled, unemployed young people aged 18 and over.

Intensive Training Courses for junior hotel staff are organized jointly with *EOT* (Greek Tourist Board), providing basic knowledge and skills in hotel and restaurant techniques. These take place for two months in the winter.

5.3 Specialized training

Specialized training is provided in:

- Greek Merchant Navy *Lykeia* for Officer Cadets (*DAEN*): 6 semesters, or 8 in evening classes, for those who have completed the *Gymnasio*.
- Middle Technical and Vocational Nursing Schools: open to those who have completed the *Gymnasio* but taken up mainly by those who have completed the *Lykeio*. The first 6 months are theoretical, the following 18 months alternate theory and practical experience in hospitals.
- Schools for Tourist Professions (*STE*): 1-year course in hotel and restaurant, 2-year in catering, 1-year in hotel client account management.
- Schools of Agriculture Training (*KEGE*): short courses of up to 40 days in production techniques, management, marketing, cooperatives, agricultural home economics, rural tourism, etc.

SPAIN

Asturias
Galicia
Cantabria
País Vasco
Navarra
Rioja
Castilla y León
Aragon
Cataluña
Madrid
Extremadura
Castilla-la Mancha
Valencia
Islas Baleares
Murcia
Andalucía
Islas Canarias
Ceuta
Melilla
Autonomous Communities with full powers in education.
Territory under the direct responsibility of the Ministry of Education and Science.

Spain

1. Responsibilities and Administration 79

2. Pre-reform education and initial training system 82

2.1 Pre-School Education 82

2.2 Compulsory Education 82

Basic General Education (*EGB*) 82

2.3 Secondary Education (*Enseñanzas Medias*) 83

2.3.1 *BUP* 84

2.3.2 *COU* 84

2.3.3 Vocational Training 85

3. Post-reform education and initial training system 86

3.1 Post-reform Pre-school Education 86

3.2 Post-reform Primary Education 86

3.3 Post-reform Complusory Secondary Education 87

3.4 Post-reform *Bachillerato* 87

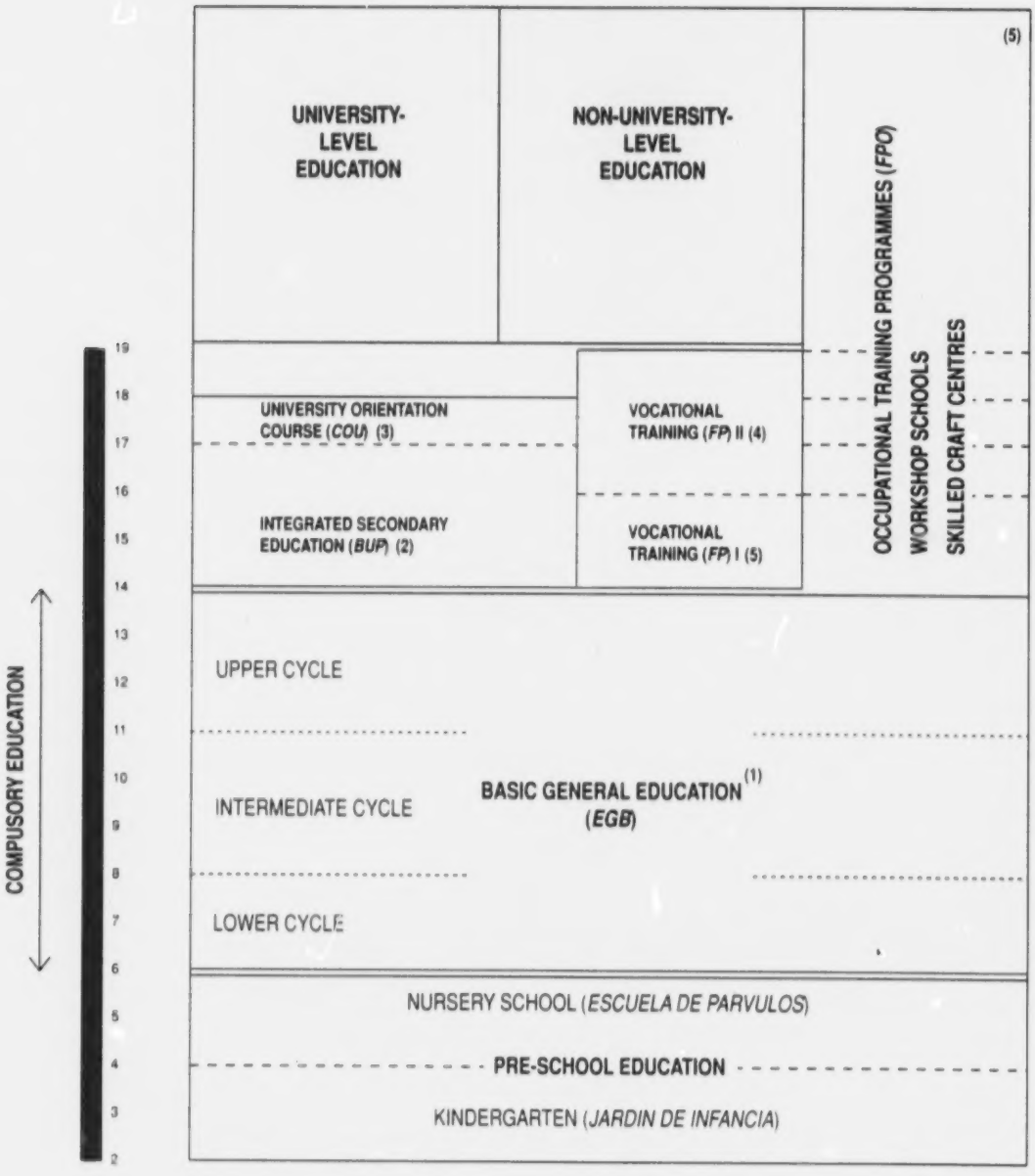
3.5 Post-reform Vocational Training 88

4. Non-school Vocational training 89

4.1 "Occupational" vocational training programmes 89

4.2 Workshop-Schools and Skilled Craft Centres 89

SPAIN (PRE-REFORM)



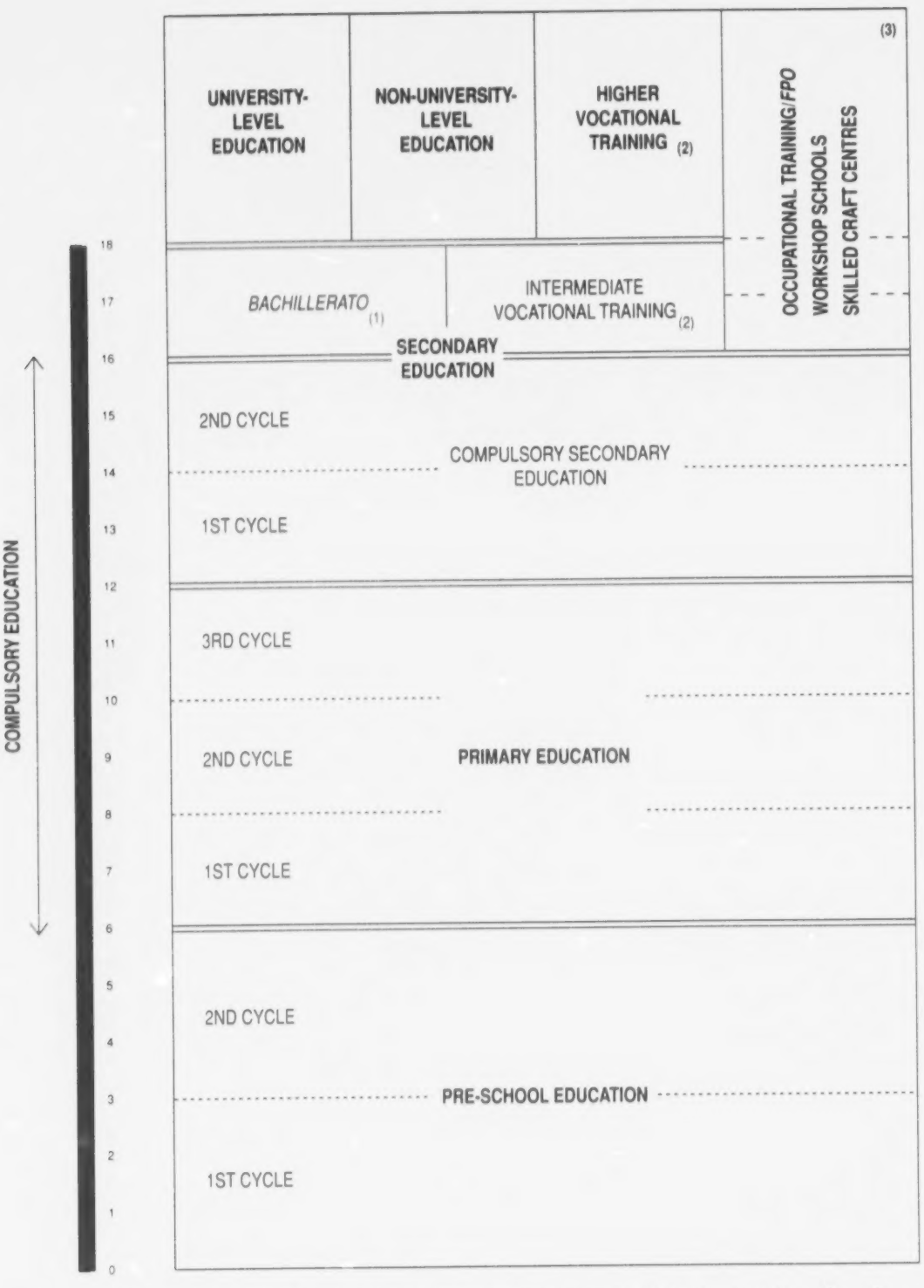
1. *EGB* (*Educación General Básica*) or basic general education covers the 8 years (6 to 14 years) of compulsory education. There is no division between primary and lower secondary education. *EGB* leads to upper secondary education or to lower level vocational training.
2. *BUP* (*Bachillerato Unificado Polivalente*) comprises general education at upper secondary level, preparing for access to university.
3. *COU* (*Curso de Orientación Universitaria*) comprises a one- year university orientation course.
4. *FPI* (*Formación Profesional I*) comprises 2 years of general education and vocational training leading to *FPII*, the second year of *BUP*, or employment.

   FPII comprises 3 years of general education and vocational training leading to certain related university courses, or employment.

   Evening courses in *FP* are available for employed persons over 16 (*FPI*) and 18 (*FPII*).
5. These training courses can be entered at any stage between 16 and 25. The occupational training programmes (*FPO*) last 800 hours, training in the workshop schools lasts 1 to 3 years, and in the skilled craft centres 6 to 12 months.

▭ = not described in the text.
..... = division in the level/type of education.
– – – – = alternative beginning or end of level/type of education.

SPAIN (POST-REFORM)



1. *Bachillerato* comprises general education at upper secondary level providing access to higher education and to employment.
2. Intermediate and Higher Vocational Training comprises specific vocational training for employment. The diploma obtained at the end of Higher Vocational Training will also give direct access to certain related university courses.
3. These training courses can be entered at any age between 16 and 25. The occupational training programmes (*FPO*) last 800 hours, training in the workshop schools lasts 1 to 3 years, and in skilled craft centres 6 to 12 months.

▭ = not described in the text.
- - - - = division in the level/type of education.
– – – – = alternative beginning or end of level/type of education.

1. Responsibilities and administration

The 1978 Spanish Constitution determines the distribution of responsibilities between the State and the seventeen Autonomous Communities into which the country is territorially divided.

The Constitution lists thirty-two areas over which the State has exclusive competence, and mentions another twenty-two for which responsibility may be assumed by the Autonomous Communities. The powers of the Autonomous Communities may, however, be extended by their respective Statutes of Autonomy to cover areas beyond these twenty-two, but only when the areas in question are not the exclusive competence of the State.

Education is in effect a shared responsibility, since certain aspects fall to the State while others are assumed by the Autonomous Communities. Furthermore, since the latter have not all achieved the same level of autonomy, only seven as yet enjoy so-called «full powers» in education.

State responsibilities

The Constitution gives the State exclusive competence over the following aspects of education:

- The regulation of conditions to be satisfied so that academic and professional qualifications are recognized as valid throughout Spain.
- The promulgation and implementation of basic guidelines concerning the fundamental principle of the right to education.

In practice, the State is responsible for the following:

- The general regulation of the education system, which includes determining the length of compulsory schooling, the levels, the cycles, the number of academic years required to move up from one level of education to the next, the minimum education standards required at each level and the common core of knowledge compulsory throughout Spain.
- The determination of minimum requirements for educational establishments, in order to guarantee a consistent quality of education throughout Spain. These include the academic qualifications of the teaching staff, teacher/pupil ratios, teaching and sports facilities and the number of school places.
- The observance of the right and duty to learn Castilian (Spanish) in the Autonomous Communities which have their own language, notwithstanding the responsibilities of each Community to guarantee the use and knowledge of the two languages declared official, i.e. Castilian and that of the Community concerned.
- The general planning of investment in education in accordance with the forecasts provided by the Autonomous Communities.
- Higher Inspection of the education system.
- Grant policy.
- International cooperation in education.

Responsibilities of the Autonomous Communities

The reservation of certain responsibilities to the State is intended to ensure the basic unity of the education system throughout the country. This concept of «basic unity» does not, however, prevent the Autonomous Communities who so wish from assuming «full powers» in education in their respective territories, within the limits set out in State legislation.

When an Autonomous Community assumes «full powers» in education, it becomes responsible for the management of the education system within its territory including educational institutions, teaching staff,

technical inspection services, and administration. In so doing, it becomes an Educational Administration in its own right.

The system of «transfer of functions and services», whereby the Autonomous Community concerned takes on full responsibility for the educational institutions, premises, financial and human resources which formerly pertained to the Ministry of Education and Science, ensures that the Autonomous Community has the necessary resources to fulfil its obligations.

The Constitution lays down two separate mechanisms for acquiring «full powers» (in education and in other areas).

Under the first, the so-called «historic» Communities, the Basque Country, Catalonia, Galicia and Navarre, were entitled to assume full powers automatically through their Statutes of Autonomy. The Basque Country, Catalonia and Galicia chose to assume full responsibilities in education as soon as their respective Statutes were approved. However, Navarre preferred to wait until 1990 to exercise this right.

The second enables the other thirteen Autonomous Communities, if they so wish, to acquire full powers by reforming their respective Statutes of Autonomy by means of a decision by their parliamentary assembly or a law approved by the national parliament, not less than five years after the approval of their Statute. Three Communities (Andalusia, the Canary Islands and Valencia) have so far assumed «full powers» in education by this mechanism.

This means, therefore, that Spain currently has eight Educational Administrations: those corresponding to the seven Autonomous Communities with «full powers» in education (Andalusia, the Basque Country, the Canary Islands, Catalonia, Galicia, Navarre, Valencia), and the Ministry.

It is expected that over the next few years the ten remaining Autonomous Communities will also acquire «full powers» in education, with the result that the Spanish education system will be managed by seventeen Administrations, under the general coordination of the Ministry.

It should be noted that all seventeen Autonomous Communities have inherited important responsibilities in education formerly belonging to their component provinces. Furthermore, the ten Autonomous Communities which do not yet have «full powers» in education have initiated new educational activities through cooperation agreements with the Ministry.

It should also be noted that the Governments or Executive Councils of the seventeen Autonomous Communities all include an Education Department or Board (*Consejería de Educación*), although these obviously vary in size and importance depending on whether the Community concerned enjoys «full powers» in this area.

Ministry of Education and Science

The central administration is the Ministry of Education and Science. Its present responsibilities are twofold:

- proposing, implementing and coordinating general State education policy with the Autonomous Education Administrations;
- administration of education in the 27 provinces corresponding to the 10 Autonomous Communities which do not yet have «full powers» in education.

The different departments in the Ministry are grouped as follows:

- Secretariat of State for Education including the Directorates-General for Pedagogical Renewal, for Schools, for Vocational Training and Educational Promotion, and for Educational Coordination and Higher Inspection;
- Secretariat of State for University and Research including the Directorates-General for University Education, for Scientific and Technical Research, and for the National Plan for Scientific Research and Technological Development;
- Sub-Secretariat of State for Education and Science including the Technical General Secretariat, and the Directorates-General for Planning and Investment and for Staff and Services;
- Higher Council for Sport including the Directorates-General for Sports and for Sport Infrastructure.

The seven Autonomous Communities with full powers in education have a similar educational administration structure to that of the Ministry.

Both the Ministry and the Autonomous Communities have decentralized provincial or area services, with real managerial responsibilities for teaching staff, inspection etc. and for the physical and financial resources allocated to the province.

Advisory bodies

The Ministry has the following advisory bodies:

- State School Council, a higher advisory authority of a representative nature;
- National Council for Universities, more especially involved in university education;
- General Council for Vocational Training.

Each of the seven Autonomous Communities with full powers in education has its own School Council (*Consejo Escolar*). Most have also instituted their own Territorial University Councils (*Consejo Territorial de Universidades*) and some have set up Vocational Training Councils (*Consejo para la Formación Profesional*).

Recent education legislation

Three main education laws build upon the provisions of the 1978 Constitution concerning the right to education (Article 27). These are the Basic Law regulating the right to education (*LODE*) of 1984, the Basic Law on the Reform of the Universities (*LRU*) of 1983, and the Basic Law on the general structure and organization of the Education System (*LOGSE*) of 1990. All three, but especially the third, have in effect replaced the General Education Act of 1970. The *LOGSE* has set in motion a reform of the whole non-university education system. This will be implemented progressively over a nine-year period beginning in 1991-92 (see 3.).

2. Pre-reform education and initial training system

2.1 Pre-school education

The General Education Act of 1970 included pre-school education (*Educación Infantil*) in the Spanish education system. However, it is not a compulsory level and in the past was not regarded as a budgetary priority.

Pre-school education is available for children up to the age of 5. Its basic aim is the harmonious development of the child's personality. It is divided into two phases as follows:

- *Jardín de Infancia* (kindergarten) for 2 and 3 year olds;
- *Escuela de Párvulos* (nursery school) for 4 and 5 year olds.

In public institutions pre-school education is free.

Pre-school institutions are set up and managed by a broad range of bodies: the Ministry of Labour, the National Institute for Social Security, the Municipalities, private enterprises, other private institutions, etc. In addition, there are pre-school classes in public and private primary schools under the responsibility of the Central and Autonomous Education Administrations.

The curricula for the two phases of pre-school education are set out in a Ministerial Decree of 17 January 1981. The main features are:

- the global nature of this level of education;
- the definition of basic standards;
- structuring into subject blocks, work topics, basic standards and activities.

Statistics 1988-89

	Public	Private
Pupils	631,415	387,650
Teachers	26,414	12,866
Schools	26,241	12,600

Source: Ministerio de Educación y Ciencia.

2.2 Compulsory education

In Spain, compulsory education currently lasts for 8 years, normally from the ages of 6 to 14. It is called *EGB - Educación General Básica* (Basic General Education).

Basic General Education (*EGB*)

The General Education Act of 1970 stipulates that «*EGB* shall be compulsory, free and equal for all».

A Royal Decree of 9 January 1981 laid down the current structure of *EGB* which comprises three cycles:

- Lower Cycle: 1st and 2nd years of *EGB*;
- Intermediate cycle: 3rd, 4th and 5th years of *EGB*;
- Upper cycle: 6th, 7th and 8th years of *EGB*.

In the lower and intermediate cycles, education is global; the emphasis is on educating rather than simply informing the pupils.

In the upper cycle, there is greater subject specialization and more weight is given to acquiring knowledge in a systematic way.

Organizational and curricular experimentation of different kinds has been carried out in individual *EGB* schools in recent years. An evaluation of this experimental reform was taken into account in the reorganization of this level of education under the 1990 Education Reform Act (*LOGSE*) (see 3.2 and 3.3).

Curriculum and assessment

The curricula and guidelines for the whole of *EGB* are defined by the Ministry of Education and Science allowing for adequate flexibility to adjust them to Spain's different geographical regions. The subjects are grouped into «areas of knowledge».

Lower and Intermediate Cycles

The curricula and guidelines for the lower and intermediate cycles were reorganized under legislative provisions of January 1981, and February and May 1982.

The curriculum of these two cycles comprises seven areas with a total of 25 class hours a week.

Lower Cycle

Spanish language (Castilian), society and nature, mathematics, religion/ethics, arts, physical education, social behaviour.

Intermediate Cycle

Spanish language (Castilian), social sciences, natural sciences, mathematics, religion/ethics, arts, physical education.

In both cycles, objectives are set for each subject area separately. The teacher can adjust the programmes to pupils' needs, bearing in mind that upon completion of the cycle they must achieve the foreseen objectives.

The 1981 Decree provides for the regulation of other aspects of both cycles:

- the evaluation of pupils should be continuous. In addition, examinations should be organized with a view to objectively assessing knowledge and allowing access to the following cycle;
- in accordance with the continuous assessment system, teachers must organize remedial activities for pupils who have special difficulties;
- pupils who have reached the age to progress to the intermediate cycle but have not managed to grasp all the knowledge necessary to gain benefit from that cycle, have to stay in the lower cycle for another year.

Upper Cycle

With regard to the upper cycle of *EGB*, the «educational guidelines» defined in December 1970 and August 1971 are still in force.

The curriculum of the upper cycle comprises the following seven areas, again with a total of 25 class hours per week:

Spanish (Castilian) language and literature, mathematics, modern languages, social sciences, natural sciences, arts, technological education, physical education and sport, religious education.

Pupils who complete *EGB* successfully are awarded the School Graduate Certificate (*Graduado Escolar*), which gives access to secondary education. Those who fail to reach the required standards are awarded the School Attendance Certificate (*Certificado de Escolaridad*), giving access to the lower level courses in Vocational Training Institutions (see 2.3.3).

Statistics 1988-89

	Public	Private
Pupils	3,432,735	1,830,806
Teachers	150,905	71,286
Schools	132,122	54,547

Source: Ministerio de Educación y Ciencia.

2.3 Secondary education (*Enseñanzas Medias*)

The Spanish term *Enseñanzas Medias* refers to the level of post-compulsory education following *EGB* and roughly corresponds to what is called in some other countries upper secondary education. *Enseñanzas Medias* comprises two categories:

- The *BUP - Bachillerato Unificado Polivalente* (Integrated Upper Secondary Education). This is provided in *BUP* institutions and lasts 3 years. It normally prepares pupils for access to university, for which, in addition to the 3 years, they must follow a one year university orientation course - *COU* (*Curso de Orientación Universitaria*).
- *FP - Formación Profesional* (Vocational Training). This is divided into two levels: *FPI* lasting 2 years and *FPII* lasting 3 years. *FP* is provided in Vocational Training Institutions or in small units attached to them. Evening courses in *FPI* are available for employed pupils over 16, and in *FPII* for employed pupils over 18.

In order to be admitted to the *BUP*, pupils must have the School Graduate Certificate, while the School Attendance Certificate is sufficient for *FPI*. Pupils who have completed *FPI* may enter *FPII* and the second year of the *BUP*. The *COU* is open to pupils who have successfully completed *BUP* or *FPII*.

Organizational and curricular experimentation of different kinds has been carried out in individual *Enseñanzas Medias* institutions in recent years. An evaluation of this experimental reform was taken into account in the reorganization of this level of educa-

tion under the 1990 Education Reform Act (*LOGSE*) (see 3).

2.3.1 *BUP* (Integrated Upper Secondary Education)

Curriculum

The curriculum for the 1st and 2nd year of the *BUP* is identical for all pupils and covers 29 class hours per week.

The curriculum comprises: Spanish language and literature, foreign language, mathematics, physical education and sport, religion/ethics, natural sciences (1st year), history of civilization and art (1st year), music (1st year), drawing (1st year), physics and chemistry (2nd year), human and economic geography (2nd year), Latin (2nd year), technical/vocational course (2nd year).

In the 3rd year of *BUP*, there are common and optional subjects, and the number of class hours per week amounts to 29.

The common subjects are: foreign language, geography and history (including civics), technical/vocational course, physical education and sport, religion/ethics, philosophy.

Pupils must choose three subjects from either option A (Spanish language and literature, Latin, Greek, mathematics) or B (Spanish language and literature, natural sciences, physics and chemistry and mathematics).

In addition, pupils can study a second foreign language as an optional subject.

Assessment

Pupils are assessed continuously throughout the year and receive an overall grade determined by all teachers. There are two examination periods per year (*convocatoria*) - in June and September. Pupils who fail in any subjects in June may retake these subjects in September. Those who fail in September in more than two subjects must repeat the year. Those who fail in only one or two subjects progress to the next year but follow remedial classes in the subject(s) concerned. Pupils who complete the three-year course successfully are awarded the *Bachillerato*; there is no final examination.

2.3.2 *COU* (University Orientation Course)

Curriculum

From the 1988-89 school year, the curriculum of the *COU* has been changed in order to allow greater choice of university studies. This new curriculum comprises the same three common subjects as before but now includes four option streams instead of the previous two. Each option stream comprises two compulsory subjects and four optional subjects from which the pupils must choose two.

The common subjects which are compulsory for all pupils are: foreign language, Spanish language, philosophy.

The four option streams are:

Option A (sciences and technology)		**Option B** (biology and health)
mathematics I physics	compulsory	chemistry biology
chemistry biology geology technical drawing	optional	mathematics I physics geology technical drawing
Option C (social sciences)		**Option D** (humanities and languages)
mathematics II history of contemporary society	compulsory	literature history of contemporary society
literature Latin Greek art history	optional	Latin Greek art history mathematics II

The common subjects and option stream subjects cover 26 hours per week.

In addition, pupils can study a second foreign language, sport or religion as optional subjects.

Assessment

Assessment procedures are the same as for *BUP*. Pupils who are not successful in more than three

subjects must repeat the whole course. Pupils who fail in less than three subjects must follow remedial courses. They may remain in the *COU* for a maximum of 3 years.

In order to have access to university education, those pupils who have successfully completed the *COU* must normally also take an entrance examination (*Prueba de Selectividad*).

Statistics 1988-89

BUP and *COU*	Public	Private
Pupils	1.025.575	446.524
Teachers	60.975	24.893
Schools	1.500	1.397

Source: Ministerio de Educacion y Ciencia.

2.3.3 Vocational Training

Curriculum

FPI and *FPII* both have two components:

a) general education, and

b) specialist training in a particular branch, which includes practical training in the school workshop or in the workplace.

The general education component of the curriculum covers similar material to that of the *BUP* but in less depth.

FPI

Spanish language (Castilian), foreign language, arts, religion/ethics, physical education and sport, civics.

FPII

Spanish language (Castilian), foreign language, arts, religion/ethics, physical education and sport, mathematics, physics and chemistry, natural sciences.

FPI has 21 specialist branches:

administrative and commercial, agricultural, graphic arts, automotive, construction, technical drawing, electricity, home economics, hotel and tourism, image and sound, metal, wood, mining, fashion and tailoring, marine and fisheries, hairdressing and beauty treatment, skins and leather, chemistry, health, textiles, glass and ceramics.

FPII has fifteen branches:

administrative and commercial, agricultural, graphic arts, automotive, construction, technical drawing, electricity, hotel and tourism, metal, fashion and tailoring, marine and fisheries, hairdressing and beauty treatment, chemistry, health, textiles.

Assessment

Pupil assessment is continuous throughout the year, resulting in a grade at the end of each assessment period. The final grade is based on these different assessments carried out during the year. Successful pupils in *FPI* receive the assistant technician's certificate (*Técnico Auxiliar*). This gives access to *FPII*, the second year of *BUP*, or working life. Those who are not successful receive a school attendance certificate (*Certificado de Escolaridad*).

Pupils who are successful in all years of *FPII* obtain a specialist technician's certificate (*Técnico Especialista*). This gives access to certain related university courses, or working life.

Statistics 1988-89

	Public	Private
Pupils	516.905	265.966
Teachers	41.412	14.836
Schools	1.102	1.139

Source: Ministerio de Educación y Ciencia.

BEST COPY AVAILABLE

3. Post-reform education and initial training system

Implementation of the 1990 Reform Act (*LOGSE*) will involve the complete restructuring of the Spanish education and initial training system. The main axes of the reform are:

- The extension of free compulsory and comprehensive education to age 16 which is the legal minimum age for beginning work.
- The reorganization of the different educational levels as follows:
  - 0-6 years: Pre-school Education (non-compulsory);
  - 6-12 years: Primary Education (compulsory);
  - 12-16 years: Compulsory Secondary Education;
  - 16-18 years: *Bachillerato* (non-compulsory) and Intermediate and Higher Vocational Training (non-compulsory).
- Improvements in the quality of education, through various means. The most important of these will be a new curricular policy, according to which the Autonomous Administrations, schools, and pupils (through their choice of options) will each play a part in determining the final form of the curriculum.

It is planned to introduce the new system progressively as follows:

1991-92: Introduction of Pre-school Education.
1992-93: Introduction of 1st and 2nd years of Primary Education.
1993-94: Introduction of 3rd and 6th years of Primary Education.
1994-95: Introduction of 1st and 2nd years of Compulsory Secondary Education.
1995-96: Introduction of 3rd year of Compulsory Secondary Education.
1996-97: Introduction of 4th year of Compulsory Secondary Education.
1997-98: Introduction of 1st year of *Bachillerato* and New Vocational Training.
1998-99: Introduction of 2nd year of *Bachillerato*.

The reform will be complete in 1999-2000 when the last element of the old system (the final year of *FPII*) is replaced.

Some of the Autonomous Education Administrations plan to introduce the new system within a shorter timescale. The reform's own driving force may also bring about faster implementation in particular sectors such as Vocational Training.

3.1 Post-reform Pre-school Education

Pre-school education (*Educación Infantil*) will become an integral part of the education system but will remain optional. It will be divided into two cycles: 0 to 3 years and 3 to 6 years. The Government aims to ensure a wide availability of free pre-school education in the second cycle.

3.2 Post-reform Primary Education

Primary education (*Educación Primaria*) will be divided into three two-year cycles corresponding to ages 6 to 8 years, 8 to 10 years and 10 to 12 years. The curriculum has been organized into areas of knowledge and experience which will remain the same throughout primary education (with the exception of foreign language learning).

These will be as follows: language and literature, mathematics, knowledge of the natural, social and cultural environment, artistic education, physical education, religion (compulsory provision in all schools but optional for pupils).

Foreign language learning will begin in the first year of the second cycle (i.e. at age 8). This is a significant innovation since in *EGB* foreign language learning does not begin until age 11 (see 2.2).

Pupils will remain in the same group throughout each cycle. If a pupil's results are not satisfactory at the end of a cycle, he/she may remain in that cycle for one more year. However, this will only happen in exceptional cases. One of the guiding principles of the new system is that no pupil should repeat a year more than twice during the whole period of compulsory education. (Repetition of a school year has been a fairly common occurence in *EGB*.)

3.3 Post-reform Compulsory Secondary Education

Compulsory Secondary Education (*Educación Secundaria Obligatoria*) will be organized into two two-year cycles corresponding to ages 12-14 and 14-16.

The curriculum will cover the following areas: natural sciences, physical education, plastic and visual expression, geography-history-social sciences, foreign languages, language and literature, mathematics, music, religion (compulsory provision in schools but optional for pupils), technology.

The first cycle will be comprehensive in nature with a common curriculum for all pupils. Optional subjects will account for some 10% of school activities.

In the second cycle, the structure of the curriculum will become much more complex and optional subjects will be increased to cover some 25-35% of the school timetable. (It will, however, remain a guiding principle that optional subjects should in no way condition or limit future educational choices.)

Pupils will move on automatically from one year to the next. Only at the end of the first or second cycles will there be an exceptional possibility of repeating a year.

There will be only one form of certification at the end of Compulsory Secondary Education. This will be an essential qualification for access to the *Bachillerato* and to specific technical vocational training. The certificate will be accompanied by a record of achievement showing the studies undertaken by the pupil in the different areas of the curriculum and giving guidance concerning future studies.

3.4 Post-reform *Bachillerato*

The new two-year *Bachillerato* has been designed to have real «terminal value» rather than simply being a route to other studies.

It is based on three guiding principles:

Unity: there will be one form of certification. Although the particular option stream (*modalidad*) chosen and the results in the university entrance examination will give pupils priority for certain courses at university faculties or schools where *numerus clausus* applies, the *Bachillerato* itself will be the basic requirement for university entrance. It will also constitute the basic requirement for higher vocational training (see 3.5).

Diversity: the *Bachillerato* will not be subject to the comprehensive principle governing the whole of compulsory education (both primary and secondary).

Flexibility: decisions concerning direction must be reversible.

The curricular unit for the *Bachillerato* will be the subject (as opposed to the area in compulsory education). Evaluation will also be by subject. Subjects will be grouped into three blocks: common core subjects, subjects by type and optional subjects.

The common core subjects will be: Spanish language and literature (and where applicable the language and literature of the Autonomous Community), foreign language, history, philosophy, physical education, religion (optional).

The four main option streams (*modalidades*) will be: technology, humanities and social sciences, natural and health sciences, arts.

Each stream will allow:
- access to university;
- priority in access to certain university courses;
- access to higher vocational training.

Regardless of the stream chosen, the *Bachillerato* will include:
- fluency in at least one foreign language; and
- the acquisition of a range of basic technological skills to enhance its multipurpose character and ensure vocational adaptability.

3.5 Post-reform Vocational Training

Vocational Training (*Formación Profesional*) will be divided into:

- general education and basic vocational education, which will form part of Compulsory Secondary Education and of the new *Bachillerato*;
- specific vocational training, which will be a type of education within post-compulsory secondary education.

During Compulsory Secondary Education, vocational training will take the form of:

- general technical education for all pupils, as a specific area of the curriculum, which will include not only training in different techniques, but also teach pupils about the social and productive environment in which the techniques are applied;
- various optional subjects permitting pre-vocational experience or activities. Vocational education of this kind can form the basis for training for a wide range of professions which do not require advanced qualifications.

Specific vocational training will be organized into intermediate and higher levels and will prepare pupils for a wide range of jobs within a profession or group of professions. Responsibility for vocational training will be shared by the Ministry of Education and others such as the Ministry of Labour, Trade Unions, and especially «industry» since much of the training will take place in firms and work centres.

Access to Intermediate Vocational Training will be at the end of Compulsory Secondary Education with the same academic requirements as the *Bachillerato*. However, candidates who do not fulfil these academic requirements may also have access to this level of training providing they can demonstrate in a test regulated by the Education Administrations that they are capable of benefitting from it.

Higher Vocational Training will be open to pupils who have passed all the subjects in the corresponding *Bachillerato*. Admission requirements for individual higher vocational training courses may also include a specific *Bachillerato* option stream and some specific optional subjects. Candidates aged 20 years and over who do not fulfil the normal academic requirements for Higher Vocational Training may also have access, providing that: a) they can demonstrate in a test regulated by the Education Administrations that they are capable of benefitting from it, or b) they have work experience directly relevant to the course they wish to take. The diploma obtained at the end of Higher Vocational Training will give direct access to certain related university courses.

4. Non-school vocational training

Non-school vocational training is the responsibility of the Ministry of Labour and Social Security, to which the National Employment Institute (*INEM-Instituto Nacional de Empleo*) is attached. It is principally intended for young unemployed who have not completed Basic General Education or who have not obtained a School Attendance Certificate. Given the coincidence of aims with the European Community's reformed Structural Funds, a significant part of vocational training for young people is co-financed by the European Social Fund.

4.1 "Occupational» vocational training programmes

Occupational vocational training (*FPO*) programmes for young unemployed represent more than a third of the activities organized in the framework of the national plan for training and professional integration (*FIP* Plan) set up in 1985. Training is provided either by regional *INEM* centres, by «collaborating» centres (recognized public or private organizations) or by firms following *INEM's* model educational plans. They cover 43 families of professions in agriculture (7.3%), industry (23.5%), construction (3.5%) and services (66.7%).

The guarantee of training support is aimed at young people from 16 to 25 who have a 6-month work-training contract. The firm defines the training plan, indicating the content, timetable and the tutor responsible for the training. Training must last a minimum of 200 hours. The firm may become recognized as a collaborating centre of *INEM*.

FPO courses for young unemployed are organized for young people whose vocational qualifications are insufficient or unadapted. The courses are run by collaborating centres and they must last a minimum of 200 hours in total, at least 20 hours per week. Training courses aimed at young people below 18 years of age last a minimum of 800 hours, 200 to 400 hours of which are spent on work practice in a firm, either alternating with the course or at the end of it.

The *FPO* courses lead to a certificate which testifies to attendance at the course and to the skills acquired as a result.

In 1988, around 189,000 young people below 25 years of age followed occupational vocational training.

4.2 Workshop-Schools and Skilled Craft Centres

The Workshop-Schools (*Escuelas-Taller*) and the Skilled Craft Centres (*Centros de Oficios*) are public work-training programmes set up in 1988 to fight youth unemployment through sandwich courses aimed at rehabilitation and the promotion of the natural and cultural heritage.

The training projects of the Workshop-Schools comprise two phases:

- an initiation stage lasting a minimum of 4 months, spent on occupational vocational training;
- a sandwich course with renovation work, aimed at qualification and specialization.

The two phases together last a minimum of one year and a maximum of three years.

The three areas covered by the Workshop-Schools are: the rehabilitation of old buildings; the creation of green spaces and the maintenance of natural parks; and the protection of the environment.

The theoretical training and the practical training are closely linked and are taught in an interdisciplinary manner on the basis of the young people's experience

on site. «Compensatory» education is provided for young people who have not obtained the certificate of basic general education.

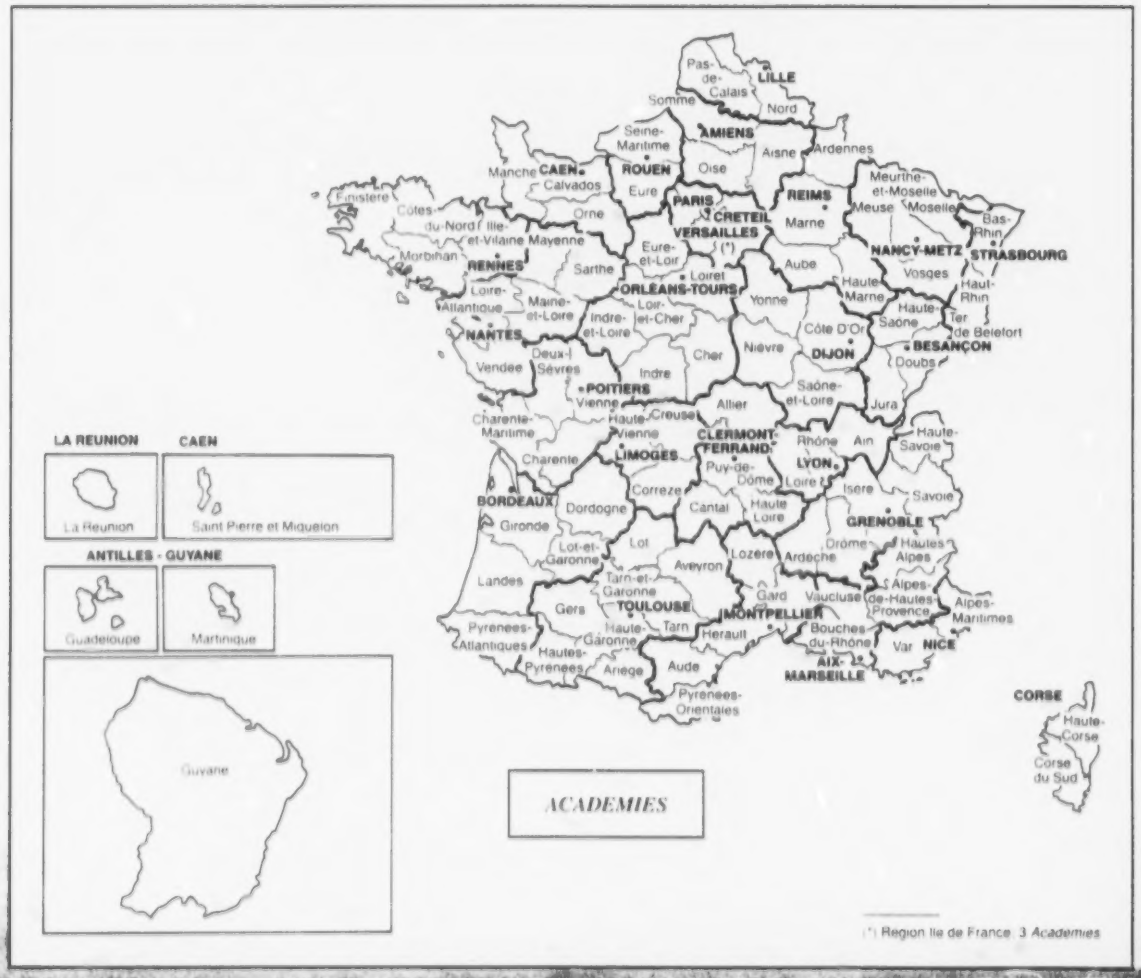
In addition to the vocational certificate awarded by *INEM*, the Workshop-School gives each pupil a certificate testifying to the vocational knowledge and skills acquired, and the work experience carried out.

The Skilled Craft Centres are similar programmes, lasting a total of between 6 and 12 months, in disappearing specialist crafts and crafts relating to the quality of life in an urban environment.

The two types of training are followed by an individualized guarantee of support of 6 months comprising guidance, a report, vocational information and technical assistance in creating an enterprise (training, feasibility study for the project, support, management).

In 1989, the 503 Workshop-Schools and the 233 Skilled Craft Centres accepted 37,515 young people.

FRANCE


LILLE
Pas-de-Calais
Somme
Nord
AMIENS
Seine-Maritime
Aisne
Ardennes
Manche
CAEN
Calvados
ROUEN
Eure
Oise
Meurthe-et-Moselle
Meuse
Moselle
Finistere
Côtes-du-Nord
Ille-et-Vilaine
Orne
PARIS
CRETEIL
VERSAILLES
(*)
REIMS
Marne
Bas-Rhin
Eure-et-Loir
NANCY-METZ
STRASBOURG
Morbihan
RENNES
Sarthe
Loiret
Aube
Vosges
Haut-Rhin
Loire-Atlantique
Maine-et-Loire
ORLEANS-TOURS
Loir-et-Cher
Yonne
Haute-Marne
Haute-Saône
Ter de Belefort
Indre-et-Loire
NANTES
Côte D'Or
BESANÇON
Deux-Sèvres
Cher
Nièvre
DIJON
Doubs
Vendee
Indre
POITIERS
Vienne
Saône-et-Loire
Jura
Allier
Creuse
Charente-Maritime
Haute-Vienne
CLERMONT-FERRAND
Rhône
Ain
Haute-Savoie
Charente
LIMOGES
Puy-de-Dôme
LYON
Loire
Isère
Savoie
Correze
BORDEAUX
Dordogne
Cantal
Haute-Loire
GRENOBLE
Gironde
Lot
Drôme
Hautes-Alpes
Lot-et-Garonne
Aveyron
Lozere
Ardeche
Landes
Tarn-et-Garonne
Gard
Vaucluse
Alpes-de-Hautes-Provence
Alpes-Maritimes
Gers
TOULOUSE
MONTPELLIER
Pyrenees-Atlantiques
Haute-Garonne
Tarn
Herault
Bouches-du-Rhône
Var
NICE
Hautes-Pyrenees
Ariege
Aude
AIX-MARSEILLE
Pyrenees-Orientales
CORSE
Haute-Corse
Corse du Sud
LA REUNION
La Reunion
CAEN
Saint Pierre et Miquelon
ANTILLES - GUYANE
Guadeloupe
Martinique
Guyane
ACADEMIES
(*) Region Ile de France. 3 Academies

France

1. Responsibilities and Administration 95

2. Pre-school Education 97

3. Compulsory Education 98

3.1 Primary Education 98

3.2 Lower secondary education - *Collège* 99

4. Post Compulsory Education (Upper Secondary Education) 100

4.1 Vocational *Lycée* (*LP*) 100

4.2 *Lycée* of general and/or technological education 101

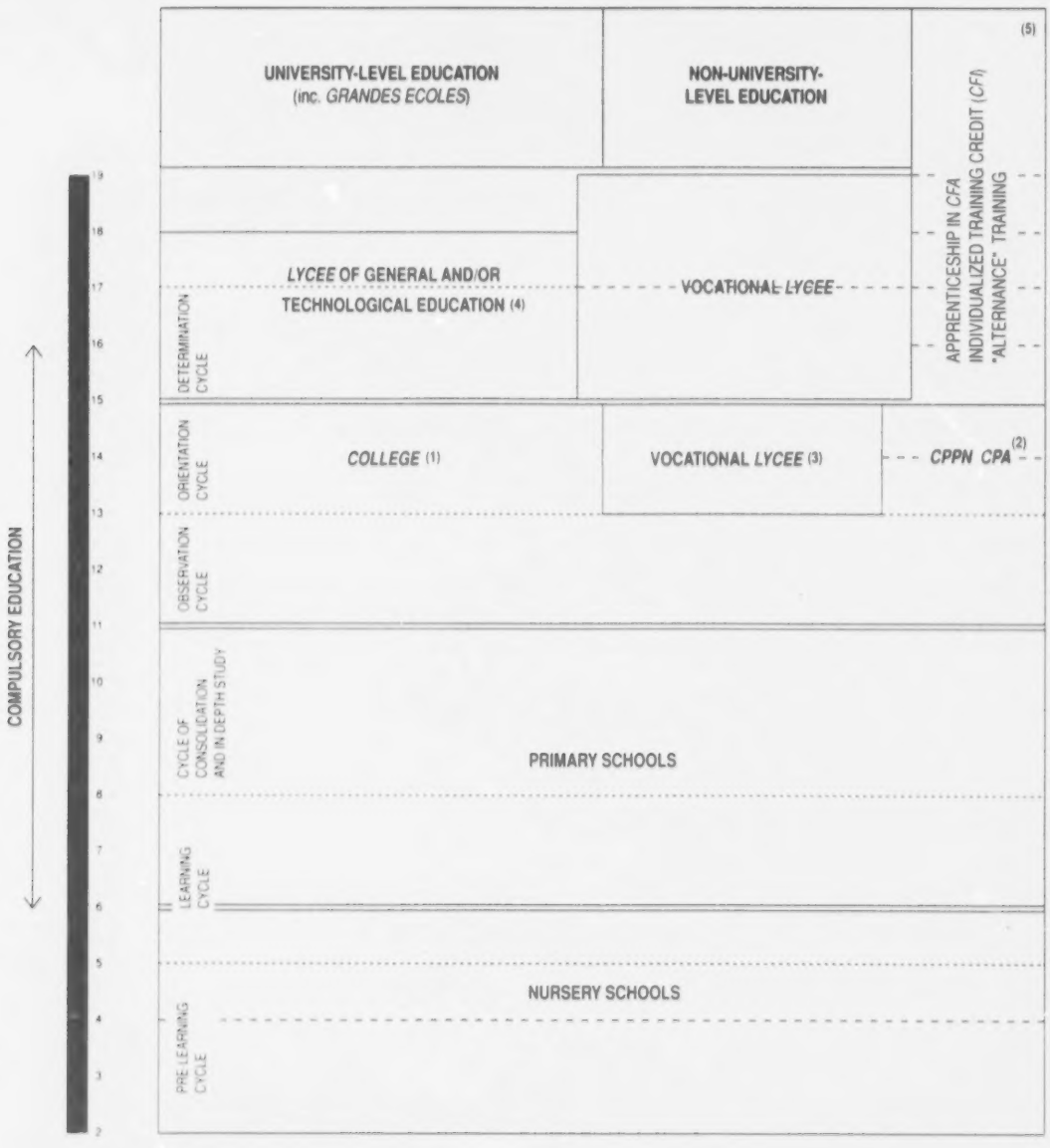
5. Initial Vocational Training 103

5.1 Apprenticeship 103

5.2 Training Credit 103

5.3 Sandwich courses 103

FRANCE



1. The *Collège* provides general education at lower secondary level leading after 4 years to the national certificate (*Brevet*). After 2 years (5th class) pupils can choose another form of training: the *CPPN*, *CPA* or the 4th class of the Vocational *Lycée* (see below).
2. *CPPN* (*Classes Préprofessionnelles de Niveau*) - pre-vocational classes - accept pupils of 14 years of age who cannot enter the first year of the 3-year Vocational Aptitude Certificate (*CAP*) for 1 or 2 years.
   CPA (*Classes Préparatoires à l'Apprentissage*) - preparatory apprenticeship classes - accept pupils of 15 years of age who cannot enter the first year of the 3-year Vocational Aptitude Certificate (*CAP*) for 1 or 2 years.
3. The Vocational *Lycée* is an institution of secondary education providing vocational training at different levels. It accepts pupils who have completed 2 years (5th class) or 4 years (3rd class) at a *Collège* or who are at least 14 years of age, or who come from the *CPPN* or *CPA*. Pupils prepare for the Vocational Aptitude Certificate (*CAP*) or the Vocational Studies Certificate (*BEP*), both of which lead to skilled jobs.
4. The General and/or Technological *Lycée* provides upper secondary education leading to higher education or employment. Pupils prepare for the General *Baccalauréat* which usually leads to higher education, the Technological *Baccalauréat* (*B.Tn*) which leads either to employment or higher education, or the Technical Certificate (*BT*) which usually leads to employment.
5. These courses can be entered at any age between 16 and 25.
   Apprenticeship training lasts 2 to 3 years.
   Individualized training credit (*CFI*) is available to young people who have left school without a vocational qualification. The content and duration of the course vary according to the chosen target certificate.
   Alternance training: qualification contracts last 6 months minimum, 24 months maximum, adaptation contracts last 6 months minimum, and introduction to working life (*SIVP*) lasts 3 to 6 months.

▭ = not described in the text.
- - - - - = division in the level/type of education.
– – – – = alternative beginning or end of level/type of education.

1. Responsibilities and Administration

Education in France is governed by several general principles, including the following:

- education is secular;
- compulsory education lasts until 16 years of age;
- education is free in public institutions throughout compulsory education.

Regardless of whether they are public or private, education establishments, are all governed by national legislation, and decrees and regulations issued by the Ministry of Education or bodies under its responsibility.

The Minister of Education, Youth and Sport, assisted, since 1988, by two Secretaries of State (one dealing with technical and technological education, the other with youth and sport), is responsible for implementing the Government's decisions regarding education.

Central authorities

The central administration of the Ministry of Education includes:

- bodies directly attached to the Minister's Cabinet (Cabinet Office, General Inspectorate, Financial Control, Higher Education-Economy Committee);
- pedagogical Directorates;
- common Directorates and Offices (general and international affairs, teaching and administrative staff, finance, evaluation and planning, information and communication ...);
- the Directorates for higher education and research.

General Inspectorate

Apart from actual inspection, the General Inspectorate is responsible for the provision of information and advice to the Minister of Education and the permanent evaluation and stimulation of the education system. The General Inspectorate consists of:

- general inspectors of education whose main task is to evaluate the education system;
- general inspectors of administration;
- general inspectors of libraries.

Advisory bodies

Until now, the General Inspectorate was in charge of drawing up curricula for all levels of education. In view of its new responsibilities, mainly the evaluation of the education system, a National Curriculum Council was created. This is composed of selected competent persons and advises the Minister on the drawing up of programmes, the general conception of education and its adaptation to changes in knowledge required. Great importance is placed on interdisciplinary relations.

The Minister also has various advisory bodies, such as the Higher Council for Education (which has now replaced the Higher Council for National Education) and the Council for General and Technical Education, the National Council for Higher Education and Research, advisory vocational committees and negotiating bodies.

In addition, six national public institutions under the direct responsibility of the Minister, carry out activities linked to education: the national office for information on studies and professions (*ONISEP*); the national institute for educational research (*INRP*); the national centre for educational documentation (*CNDP*); the national centre for distance education (*CNED*); the national agency for the development of continuing education (*ADEP*); the national centre for university and school life (*CNOUS*).

Regional authorities

At regional level, the Minister of Education is represented by the *Recteur*, each *Recteur* being the head of an administrative unit or district called *Académie*. Each *Académie* covers several (mostly 4 - 5) *Départements*. There are 27 *Recteurs*.

With the institutional reform of 1982, the State administration of education went through a process of decentralization. This transfer of responsibilities allowed more autonomy to be given to the *Académies* and to local State bodies. However, in order to maintain equality, the Ministry continues to define educational policy, teaching aims, curricula and levels of diplomas. It also continues to be responsible for the training and recruitment of teachers and the definition of their status. The laws of 7 January and 22 July 1983 extended decentralization and led to a redistribution of responsibilities between local (non-State) authorities and the State.

Académies have their own permanent administration, the *Rectorat*, with a similar structure to the central administration, including an inspectorate, various regional advisory councils, regional representatives of trust institutions, information and advisory services, school health services ...

At *Département* level, the *Recteur* is represented by an *Académie* inspector, director of the *Département* education services. The *Académie* inspectors are basically responsible for administration, financial problems, examinations and questions concerning certain categories of teaching staff.

Regional Inspectorate

The inspectorate under the authority of the *Recteur* or *Académie* inspector in liaison with the general inspectors comprises:

- regional pedagogical inspectors concerned, in particular, with marking (appraising) secondary teachers;
- principal inspectors of technical education and inspectors of technical education;
- *Département* education inspectors.

Schools

The heads of the individual schools are the final link in the chain of administrative and organizational responsibility. Their powers and responsibilities depend essentially on their legal and organizational status (primary or secondary sector).

In addition, «school projects», in which all the educational community and school partners must participate, will take into account not only educational aspects but also school timetabling, school life and extra-curricular activities.

Private education

Private educational institutions come under the authority of different religious orders, professional organizations and individuals. In most cases, these institutions receive considerable financial support from the State, including the payment of teachers' salaries - if they have signed a «contract» concerning qualifications and a basic curriculum.

2. Pre-school Education

There is a long tradition of pre-school provision in France; this is, in fact, an important issue in French education. The percentage of French children in the age range from two to six attending pre-school institutions is higher than in any other European country - except Belgium; it varies between 32.3% for the 2 year olds and 100% for the 5 year olds.

Attendance at pre-school institutions is optional and in public institutions (which represent 85% of all institutions) free of charge. The remaining 15% are generally denominational or institutions with a non-State (private) character, which receive State and/or regional support, or financial contributions from the individual family.

In most cases, pre-school education is given in nursery schools (*Ecoles Maternelles*). These have a separate status from institutions in the compulsory school system, although the overall responsibility for them lies with the Ministry of Education.

Where a separate nursery school is not possible, infant classes are attached to primary schools.

The optional education provided corresponds to a cycle of pre-learning, and is intended for children aged 2 to 5. Any child aged three years has the right to be accepted in a nursery school or infant class at the request of his/her family.

The children are generally divided into 3 sections according to their age[1]:

- the lower section for 2 to 4 year olds;
- the middle section for 4 to 5 year olds;
- the upper section for 5 to 6 year olds.

In the first two sections, the child learns to relate to the outside world, to live in a group other than his/her family unit and to communicate through speech, and also through singing, drawing, gesture and movement.

The teaching methods used at this level are based mainly on games.

It is in the upper section that the transition to primary school takes place. Here, the child is gradually introduced to reading, writing and arithmetic, while at the same time continuing to practise other physical, manual or artistic activities. The learning cycle is already introduced at this level in order to better link the last year of nursery school and the preparatory course (see below).

The teaching methods used are as varied as possible so as to maximize the development of each child's intellectual, emotional or manual abilities.

Statistics 1988-89

	Public	Private
Pupils	2,198,100*	306,100*
Teachers	73,795	40,972 (Nursery and Primary)*
Schools	18,096	390

* Including special education.

Source: Repères et Références Statistiques sur les Enseignements et la Formation. 1990.

(1) Other groupings may be used, to allow for greater diversity in teaching.

3. Compulsory Education

Compulsory schooling in France comprises ten years and involves children from the age of 6 to 16.

3.1 Primary Education

Compulsory schooling starts with a five-year phase of primary education offered by primary schools (*Ecoles Primaires*). These primary schools are set up and maintained by the communes. The overall responsibility for them lies with the State, represented by the Minister of Education. The Minister of Education sets out the general educational aims, defines curricula, is responsible for the training of teaching staff and covers the main costs of the individual school's budget.

The School Council, which consists of the elected parents' representatives and the Teachers' Council, and is chaired by the head teacher of the school, is responsible for the day-to-day running of the school. A representative of the local authority and the *Département* education inspector are also members of this Council.

The School Council is consulted on matters such as internal school regulations, support teaching for slow learners, communication between families and teachers, school transport, the care of children outside school hours, canteens, extra-curricular and after-school activities, and hygiene.

The terms of reference of School Councils have recently been extended to cover other sectors of educational activity.

Curriculum

The five-year phase is subdivided into two cycles: the first one, the learning cycle, lasts 2 years at primary level and includes the preparatory course and elementary course, covering one year each. However, the learning cycle lasts 3 years in total, including the last year of pre-school education, which is still outside statutory compulsory education. The second cycle, which is a cycle of consolidation and in-depth study, lasts 3 years and includes the second year of the elementary course and years one and two of the intermediate course.

Throughout the five years of primary education there are 27 hours per week of classwork spread over 9 half days. Although the number of hours per week may vary, the subjects studied during all five years of primary education are the following:

French, mathematics, science and technology, history and geography, civics, artistic education-music-art, physical education and sports.

From the beginning of the 1989-90 school year, the experimental teaching of a foreign language was introduced in intermediate courses - for 3 hours per week out of the total timetable of 27 hours.

The timetable may be divided over several weeks and according to the pace at which the children learn, as long as the overall timetable by subject is respected.

Statistics 1988-89

	Public	Private
Pupils	3,472,000	613,500
Teachers	198,922	40,972 (Nursery and Primary)*
Schools	39,576	6,001

* Including Special Education.

Source: Repères et Références Statistiques sur les Enseignements et la Formation, 1990.

3.2 Lower secondary education - *Collège*

Collèges were created by the Act of 11 July 1975 and are the only institutions that accept all pupils who have completed their elementary education. The *Collèges* began to be modernized from the beginning of the 1983-84 school year. This involved the following:

- new internal organization possibilities - «school project»;
- introduction of more individual help for pupils;
- introduction of technological education, which is gradually replacing technical and manual subjects, and the development of computer science;
- real collective effort, between the teachers, and also between the school and families, local authorities and all possible partners in the education process.

Around two-thirds of the *Collèges* have so far been modernized.

Education in the *Collèges* lasts four years. The four years are divided into 2 cycles of 2 years:

- the observation cycle: 6th and 5th classes (i.e. 1st and 2nd years of secondary education);
- the orientation cycle: 4th and 3rd classes (i.e. 3rd and 4th years of secondary education).

Curriculum and assessment

All pupils study the same subjects during these four years:

French, mathematics, first modern language, history-geography-economics, civics, natural sciences, biological and geographical sciences and techniques, artistic subjects, technology or technical and manual subjects, physical education and sport.

During the observation cycle, the school week lasts 24 hours. The following can be added for French, mathematics and the first modern language:

- three hours of support teaching;
- further activities, encouraging study in greater depth, which usually take place in the school documentation and information centre (*CDI*).

During the orientation cycle, the school week lasts 24 1/2 hours (25 with the technology option). Either 2 or 3 hours of compulsory study in one of the following subjects must be added:

- Latin, Greek, second modern language, technological subjects: 3 hours.
- intensive study of the first modern language: 2 hours.

Pupils may choose a second option from the above list.

Support teaching is provided in French, mathematics and modern languages; it is included in the normal school timetable and is individualized to fit the needs of each pupil.

Extra teaching in the arts is also provided for pupils in the observation cycle:

a) from the 6th to 3rd class in music: choir and musical instrument practice;

b) for the 4th and 3rd classes, art workshops.

At the end of each cycle, the Class Council can suggest that pupils in difficulty repeat their studies or follow a different course.

After the 5th class, pupils can choose another form of training: the pre-vocational class (*CPPN*), the class preparatory to apprenticeship (*CPA*) or the 4th class of the Vocational *Lycée* (*LP*) (see below).

At the end of the 3rd class of the *Collège* (or *LP*) pupils are awarded the national certificate, the *Brevet*. There are three types of certificate corresponding to the type of schooling followed by the pupil (*Collège*, «technological», «vocational»). The «vocational» type is prepared in the *LP*.

Statistics 1988-89

	Public	Private
Pupils	2,562,400	662,400
Teachers	176,861*	45,910
Schools	4,845	3,889 (*Collèges, LP, Lycées*)

*53% of the 333,700 secondary school teachers are working in *Collèges*.

Source: Repères et Références Statistiques sur les Enseignements et la Formation, 1990.

The average age of pupils finishing the *Collège* (four years without repeating) is 15. In theory (without repeating a year), to complete compulsory education they must still follow some course of full-time education for at least one year - either in a *Lycée* or an *LP*.

4. Post Compulsory Education (Upper Secondary Education)

4.1 Vocational *Lycée* (*LP*)

The *LP* is an institution of secondary education providing vocational training at different levels and in different specializations.

It accepts pupils who have completed 2 years at a *Collège* (i.e. their 5th class) and who are at least 14 years of age, or who come from the *CPPN* or the *CPA*. Pupils are integrated either into a 4th class preparing for the 3-year Vocational Aptitude Certificate (*CAP*) or into a technological 4th class to prepare for a Vocational Studies Certificate (*BEP*) in three years after a technological 3rd class.

It also accepts pupils who have completed 4 years at a *Collège* (i.e. their 3rd class). Pupils are integrated into the first year of a *BEP* or of certain *CAP*.

Curriculum and assessment

The curriculum of the *LP* provides for between 31 and 36 hours of classes per week, combining practical and theoretical general education with vocational training courses in companies and factories.

The certificates studied for in the *LP*, the *CAP*, and the *BEP*, both lead to skilled jobs. There is, however, an important qualitative difference between the two.

The *CAP* is more specialized than the *BEP* and is awarded for skill in one particular trade. Having obtained their *CAP*, the best pupils may be allowed to enter the special 2nd class (*seconde spéciale*) for three years of technological studies leading to the Technical Certificate (*BT*) or even the Technological *Baccalauréat* (*B. Tn*).

At the beginning of the 1988-89 school year, there were 248 different national *CAP*, mostly in the industrial sector.

The *BEP* certificate is awarded for vocational skills, not in a specific trade but for those required in one professional, industrial, commercial, administrative or social sector.

At the beginning of the 1988-89 school year, there were 49 different *BEP*.

Since 1986, the *LP* also prepare pupils for a Vocational *Baccalauréat*. This is awarded for high-quality training in a particular profession. It was created in order to ensure an immediate passage to active life, but also provides access to higher studies. It is prepared after a *BEP* (or a *CAP* in two years after the 3rd class).

One of its main characteristics is the inclusion of a minimum of 16 weeks of work experience in a firm as part of the 2-year course.

At the beginning of the 1989-90 school year, there were 22 different Vocational *Baccalauréats*.

So-called transition classes make it possible for pupils who possess a vocational certificate from short secondary education to undertake training leading to a Technological *Baccalauréat*. (These classes are in the *Lycées* providing general and technological education - see below).

Statistics 1988-89

	Public	Private
Pupils	497,694	157,044
Teachers	56,759*	34,944 (*LP, Lycées*)
Schools	1,345	3,889 (*Collèges, LP, Lycées*)

*i.e. 17% of the total number of secondary school teachers.

Source: Repères et Références Statistiques sur les Enseignements et la Formation, 1990.

4.2 *Lycée* of general and/or technological education

This type of *Lycée* accepts pupils after four years at the *Collège* and prepares them in three years (2nd, 1st and terminal classes i.e. 5th, 6th and 7th years of secondary education) for one of the following examinations:

- General *Baccalauréat* - *Baccalauréat d'Enseignement Général* (*ABCDE*);
- Technological *Baccalauréat* - *Baccalauréat Technologique* (*B. Tn.*);
- Technical Certificate - *Brevet de Technicien* (*BT*).

Curriculum

When they enter the *Lycée*, pupils have a choice between two types of 2nd class: the *seconde de détermination* and the *seconde spécifique*.

In the *seconde de détermination*, some of the subjects are compulsory for all pupils, but in the other subject groups there is an element of choice. There are 23 and a half hours per week of compulsory subjects:

French, history and geography, first modern language, mathematics, physical sciences, natural sciences, physical education.

Pupils must also choose an option in one of the two groups which cover, respectively, specialized technology subjects (1st group) (11 hours per week) or classical and general subjects (2nd group - Greek, Latin, second modern language (advanced or beginner), management, technology, art, music, physical education and sport) (3 to 5 hours per week), in addition to an introductory course in economics and society (2 hours per week).

In addition, pupils can study, one or two optional subjects:

- from the compulsory options in the 2nd group. However, they cannot choose the option already taken for compulsory education.
- from the following options: third modern language, artistic education (art or music), preparation for social and family life, typing (only for those pupils who have not chosen management as an option), manual and technical education.

In the *seconde spécifique*, there are specialized courses for pupils who have chosen either to combine their general course leading to a *B.Tn* with the advanced study of an artistic subject (music or dance) or to prepare for a *BT* in certain special subjects.

The courses given in the 1st and terminal classes are markedly different depending on which type of *Baccalauréat* is chosen. There are 7 types in the 1st class and 8 in the terminal class, and they are designated according to their «characteristics»:

- literary: type A;
- scientific: type S (1st year), type C - mathematics and physical sciences, type D - mathematics and natural sciences (terminal year), and type E;
- economic, social and management: types B, G, H, F;
- technological and industrial: type F;
- artistic (music and art): type F.

Type F includes 12 options covering a wide range of industrial, medico-social, musical and artistic activities; type G includes options relating to the economics sector; and type H includes one option (computer science).

Assessment

Some *Baccalauréat* examinations are compulsory, others are optional. All comprise written, oral and practical examinations.

The General *Baccalauréat* is a general diploma. It does not prepare pupils directly for a profession, but enables them to continue their studies either at university, in classes preparatory to the *Grandes Ecoles*, in higher technicians' sections (*STS*), in university institutes of technology (*IUT*), in specialized schools...

The *B.Tn* is awarded both for general knowledge and for training in modern technologies. It is the first stage of higher technical training, mainly in a university institute of technology (*IUT*), higher technicians' section (*STS*) (two years of study) and sometimes in a university or *Grande Ecole*.

The *BT* consists of written, oral and practical examinations in both general and vocational subjects. Whatever the branch of study chosen, it is a final, essentially vocational, qualification, leading directly to active life. Holders of the *BT* can also pursue their education in the *STS* or, in certain cases, in *IUT* to prepare for the University Diploma in Technology (*Diplôme Universitaire de Technologie, DUT*).

Statistics 1988-89

	Public	Private
Pupils	1,137,803	306,382
Teachers	100,110*	34,944 (*LP, Lycées*)
Schools	1,189	3,889 (*Collèges, LP, Lycées*)

*i.e. 17% of the total number of secondary school teachers.

Source: Repères et Références Statistiques sur les Enseignements et la Formation, 1990.

5. Initial Vocational Training

Non-school vocational training is the responsibility of the Ministry of Labour, with the support of the national Vocational Training Delegation, and regional Vocational Training Delegations.

5.1 Apprenticeship

Apprenticeship is a form of alternate education: it aims to give young people who have completed compulsory schooling a general, theoretical and practical training with a view to obtaining a vocational qualification. It is available to young people between 16 and 25 years of age. It leads to a certificate of vocational or technological education at secondary or higher level or another recognized certificate.

The apprenticeship contract lasts between 1 and 3 years depending on the type of profession and the level of the qualification being prepared for.

Practical training is provided by the employer.

General and theoretical technical training is provided by apprentices training centres (*CFA*). This covers a minimum of 400 hours per year on average, taking into account the requirements of each level of qualification (for example, 750 hours on average for the preparation of a Vocational *Baccalauréat*).

5.2 Training Credit

Individualized training credit was set up in 1989, and is intended to allow young people between 16 and 25 years of age who have left basic education without obtaining the *CAP* or the *BEP* to undertake an individualized training course, with a view to obtaining a vocational qualification recognized as equivalent to *CAP* and *BEP* level.

The individualized course includes: an assessment of previous attainment, an individual monitoring of the young person and a validation of the skills obtained from the training.

The *CFI* is not a new measure but a way of managing the whole range of measures open to young people; it comprises training phases organized in modules, including pre-qualification elements if necessary, and work placements, full-time or on an alternating basis.

The *CFI* is organized locally in order to allow all those concerned to intervene. In each of the 375 training areas throughout France, an operational group brings together all concerned (public administration, elected representatives, industry, voluntary bodies and private organizations) around an area coordinator.

5.3 Sandwich courses

Sandwich courses comprise three types of measure: a training course and two types of work contract including training.

The introductory courses to working life (*SIVP*) are intended to allow young people between 16 and 26 years of age without work experience to discover life in a firm and to develop their aptitude for work. The *SIVP* last a minimum of 3 months and a maximum of 6 months. The national employment agency (*ANPE*), responsible for this provision, must spend 25 hours per month monitoring the young people concerned.

Qualification contracts are intended to allow young people under 26 years of age to obtain a vocational qualification in a firm. They last a minimum of 6 months and a maximum of 24 months. At least 25% of the total duration of the contract must be spent on general, technological and vocational training, either in a public or private external training organization, or in the context of training within the firm.

The training must lead to a recognized vocational qualification (diploma, certificate, collective agreement or sectorial agreement).

Adaptation contracts provide for training during working time, which allows young people between 16 and 25 years of age to adapt their qualification to their post in the firm. The contract can be either of fixed duration, 6 months minimum, or of indeterminate duration. Training lasts 200 hours and includes practical elements on the job and general, vocational and technological education off the job. Theoretical training can be provided by a public or private training organization or by the firm itself.

In the firms, a tutor is formally appointed to supervise the young people on the *SIVP*, qualification and adaptation contracts.

IRELAND

Donegal
Sligo
Mayo
Leitrim
Monaghan
Roscommon
Cavan
Louth
Longford
Westmeath
Meath
Galway
Offaly
Kildare
Dublin
Clare
Laois
Wicklow
Carlow
Limerick
Tipperary
Kilkenny
Wexford
Kerry
Cork
Waterford
COUNTIES

Ireland

1. Responsibilities and Administration 109

2. Pre-school Education 111

3. Compulsory Education 112

3.1 First-level (Primary) Education 112

3.2 Lower Second-level Education (*Junior Cycle*) 113

4. Post Compulsory Education
Upper Second-level Education (*Senior Cycle*) 115

5. Vocational Education/Training 116

5.1 Vocational Preparation and Training Programmes 116

5.2 *Youthreach* 117

5.3 Travellers' Training Workshops 117

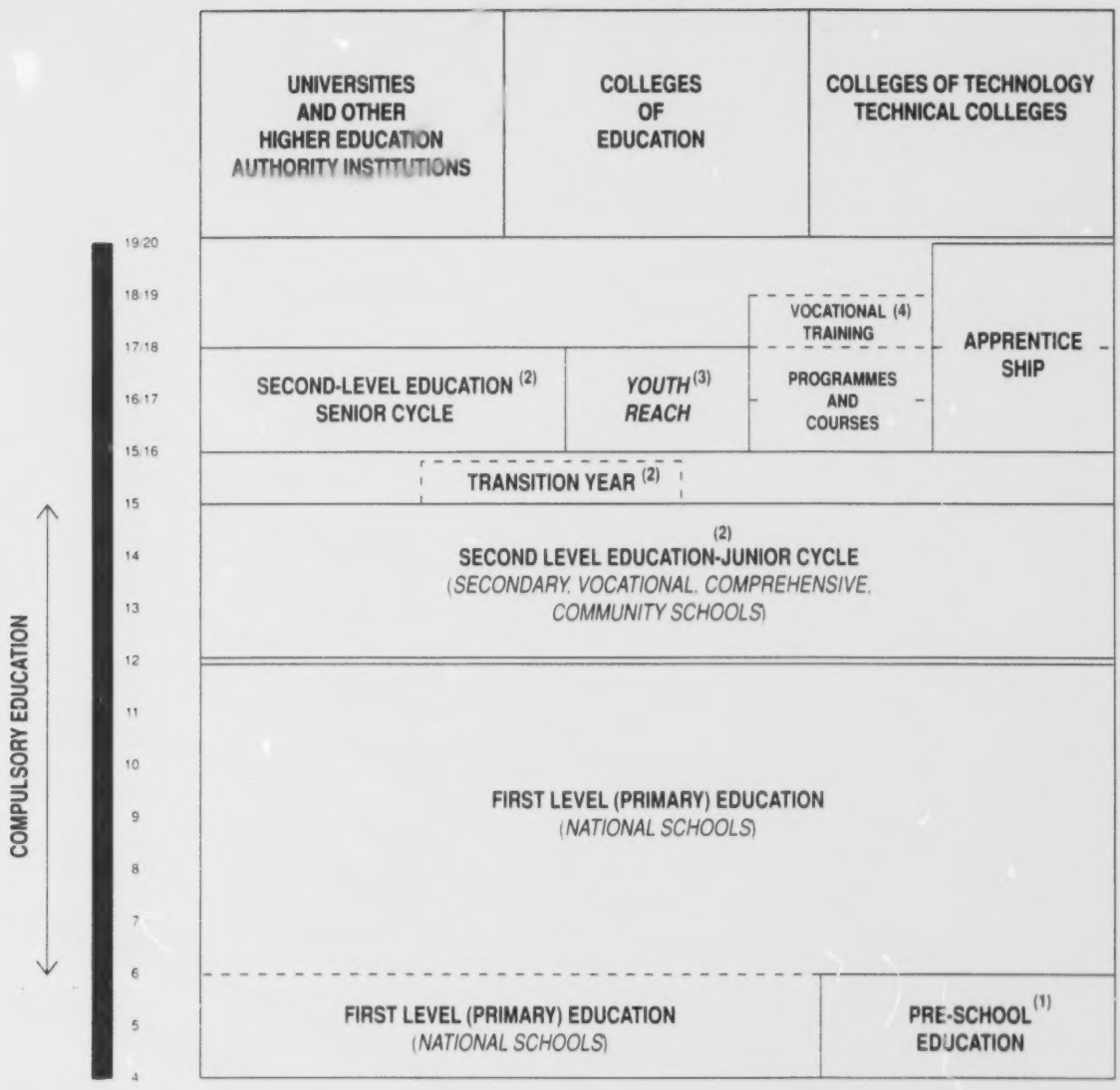
5.4 Specific Skills Training Courses 117

5.5 Apprenticeship

5.6 *CERT* 117

5.7 *TEAGASC* 118

IRELAND



1. There is no national system of pre-school education in Ireland. However primary (*National*) schools may accept pupils on or after their 4th birthday. Existing pre-school services are mainly private and not part of the formal education system. The average age for starting school is five years.

2. Second-level schools cover lower and upper secondary education - *Junior* and *Senior Cycles*. The four main types - *Secondary, Vocational, Comprehensive and Community* - all now offer a comprehensive curriculum combining academic and vocational subjects. The Transition Year, a one-year interdisciplinary programme, either at the end of full-time schooling or in preparation for the *Senior Cycle*, is offered in a limited number of schools. The *Junior Cycle* leads to the new *Junior Certificate* providing access to the *Senior Cycle*.

   At Senior Cycle the main courses are the 2-year Leaving Certificate leading to higher education or employment, and the Vocational Preparation and Training Programmes which prepare for working life.

3. *Youthreach* is an education and training programme available to young people who have left school with no formal qualification. It lasts 2 years (A Foundation year and a Progression year).

   It is run jointly by the education authorities (*Vocational Education Committees - VEC*) and the *Vocational Training and Employment Authority (FAS)*.

4. Training courses of various lengths are provided by *FAS* for unemployed young people: Skills Foundation, Community Youth Training, Local Training Initiatives.

= not described in the text.

= division in the level/type of education.

= alternative beginning or end of level/type of education.

1. Responsibilities and Administration

The overall responsibility for education in Ireland lies with the Minister for Education who is a member of the Irish Government and responsible to the National Parliament.

Department of Education

The internal structure of the Minister's Department corresponds roughly to the three main levels of the education system: first, second and third levels. In addition, there are a number of support sections dealing, for example, with personnel and accounts requirements for the whole Department, with units for Press and Information, EC and other international affairs.

The role of the Department of Education has to be seen against the background of historical developments and constitutional provisions. In the Constitution of 1937, the State acknowledges that the family is the primary and natural educator of the child and that parents are free to choose, if they want, to educate their children at home, in private schools or in schools recognized or established by the State. The State's constitutional duty is to provide for free first-level education and to supplement and to aid private and corporate initiatives when the public good requires it.

The historical background to these constitutional provisions is that in the 19th century and earlier, British authorities encouraged the development of a primary school system based on voluntary local initiatives and under local control and management. The State did not undertake to provide schools but would aid their provision in response to local initiatives. These local initiatives were mostly taken by the Church and religious denominations, with the result that the system became, in practice, a denominational one.

Primary schools

The vast majority of *National Schools* (primary schools) are State-aided parish schools, having been established under diocesan patronage; and the State gives explicit recognition to their denominational character. In recent years, a small number of multi-denominational schools have been established in response to local parental demand, and these receive State support on the same terms as denominational schools.

In 1975, a system of school *Boards of Management* was established for *National Schools*. Prior to this they had each been managed by an individual manager, usually the local clergyman. *Boards* are responsible for the day-to-day government of their schools subject to the regulations laid down by the Department of Education in the Rules for *National Schools* and in regulations issued from time to time. The *Patron*[1] of the school is responsible for initiating the steps necessary to establish the *Board of Management*, for appointing the elected representatives to the Board, and for nominating the Chairperson/Correspondent of the *Board*. The Chairperson has specific functions in relation to visiting the school to ensure that the Rules for *National Schools* are being adhered to, corresponding with the Department of Education, certifying official forms on behalf of the *Board*, signing payments from the school account with the Treasurer, and entering into agreement with newly appointed teachers on behalf of the *Board*.

Second-level schools

There are four types of second-level schools - private *Secondary Schools*, public *Vocational*, *Comprehensive* and *Community Schools*.

Secondary Schools are privately owned and managed institutions, the majority conducted by religious

(1) The *Patron* is usually a high authority (e.g. Bishop, Moderator, Chief Rabbi) of the appropriate denomination. In multi-denominational schools, the patron is a committee constituted as a limited company.

communities, the remainder by *Boards of Governors* or by individuals. They have to be recognized by the Department of Education and are subject to its regulations.

Vocational Schools are administered by ***Vocational Education Committees.*** These committees consist of fourteen members elected by the local authority of the administrative area. A minimum of five and a maximum of eight must be members of the *Local Authority*. The rest should have an interest and experience in education or be representative of bodies interested in manufacturing or trades in the area.

Comprehensive and Community Schools are administered by *Boards of Management*. *Comprehensive Schools* are managed by *Boards*, the members of which represent the diocesan religious authority, the *Vocational Education Committee* of the area and the Minister for Education. *Community Schools* are managed by *Boards of Management* representative of local interests - the local *Vocational Education Committee*, the religious communities, the parents and teachers.

Financing

Until 1967, tuition fees were payable in ***Secondary Schools,*** but in 1967 a scheme of free education was introduced - the scheme sought to ensure equality of educational opportunity at second level for all young people, regardless of their family circumstances. At present, about 95% of the *Secondary Schools* participate in the scheme.

Secondary Schools, although privately managed, receive considerable financial assistance from the Department of Education - payment, almost in full, of teachers' salaries and allowances; 90% of the cost of approved building and equipment; capitation grants for each eligible pupil; payment of grants in lieu of tuition fees to schools participating in the free education scheme.

About 93% of the total cost of **vocational education** is provided by the Department of Education. The balance is provided by receipts generated by the *Vocational Education Committees*.

Comprehensive and Community Schools are financed entirely by the State through the Department of Education.

In the **higher education** sector the pattern is very much the same: the State covers a considerable part of the budgets of universities and other higher education institutions[1] and reserves itself the right to participate in the permanent planning and budgetary management of higher education.

Inspection

The inspectorate, which is headed by the chief inspector, with one deputy chief inspector for primary level and another for post-primary level, has three independent sections:

- primary (for first level and special education);
- post-primary (for second level);
- psychological service (mainly for second level).

The inspectors are the main liaison personnel between the schools and the Department of Education. Their duties are many and varied and include inspection and evaluation of teachers; counselling and demonstrating; planning of curricula and administration of tests and examinations; organization and participation in in-service courses for teachers; liaising with teacher colleges of education; interviewing teachers for some posts; and generally acting as information officers on behalf of the Department of Education. At senior level, inspectors assist in the formulation of policy and may advise the Minister.

Advisory bodies

In November 1987, the *National Council for Curriculum and Assessment (NCCA)* was established by the Minister for Education. The brief given to the *Council* can be summarized under four main headings:

- to advise the Minister on the curriculum at first and second levels;
- to advise the Minister on appropriate modes and techniques of assessment;
- to coordinate research and development;
- to monitor standards of student performance in the public examinations.

The *NCCA* replaced the former interim *Curriculum and Examinations Board*.

(1) As in other EC Member States, universities and other higher education institutions in Ireland are autonomous (self-governing) institutions.

2. Pre-school Education

There is no national system of pre-schools or nurseries in Ireland. However, *National Schools* may accept pupils on or after their fourth birthday. Although the statutory age for *National School* entry is 6 years, in 1987 approximately 55% of 4 year olds and almost 100% of 5 year olds were in full-time attendance at school. Education in *National Schools* is free and the schools are recognized under the rules of the Department of Education.

The programme of instruction followed during the two years of pre-compulsory schooling is part of an integrated programme extending over the eight years of first-level schooling.

The pre-school educational services which do exist have developed mainly on a voluntary private basis. Provision of this kind is not normally aided by the Department of Education, and is not part of the formal education system. Parents are responsible for the payment of fees.

In 1987-88, 1,501 pre-school playgroups were registered with the *Irish Pre-School Playgroups Association*. These catered for 20,774 infants.

3. Compulsory Education

The Irish School Attendance Act of 1926 and amendments thereto require that children attend school between the ages of 6 and 15. Since children **may** enter *National School* at the age of four (and many do so) it may be said that the average age for starting school is five years. The majority of pupils transfer to second-level schools at about 12 years of age.

3.1 First-level (Primary) Education

First-level education in Ireland covers a period of eight years (4-12. See above). As mentioned above, *National Schools* are not State schools - but they are State-aided. Although the great majority of schools are organized on a denominational basis, in recent years representations have been made by groups of parents for the establishment of *National Schools* on a multi-denominational basis and six such schools have been established. In response to local demand, National Schools have also been established in which pupils are educated through the medium of Irish. Attendance at State-aided *National Schools* is free of charge. Schools charging fees are not entitled to receive State support.

The minimum hours of daily teaching are centrally laid down but, subject to certain limits specified by the Department of Education, the Boards of the individual schools decide on the hours of starting and finishing classes, lunch periods etc.

Curriculum

The present *National School* curriculum, which came into force in 1971, is child-centred rather than subject-centred and allows for flexibility in timetabling and teaching methods. The main components taught are: Irish language, English language, mathematics, social and environmental studies, art and craft, music, physical education and religious instruction.

Assessment

There is no formal examination at the end of the first-level education cycle. *National School* teachers in Ireland carry out their own assessment of pupils' performance, either through standardized tests or their own tests based on areas of the curriculum.

Statistics 1988-89

	State-aided	Private
Pupils	560,116	8,041
Teachers	20,344	
Schools	3,364	63

Review of first-level education

In 1987, the Minister for Education established a representative *Curriculum Review Body* to analyse the aims and objectives of the present *National School* curriculum and to identify priorities for future developments within the curriculum. The *Curriculum Review Body* published its final report in May 1990. The *National Council for Curriculum and Assessment* (*NCCA*) is presently considering the recommendations of the Review Body and is expected to issue a report shortly.

In February 1988, a *Primary Education Review Body* was established to review the primary[1] sector of education and to report to the Government. The areas encompassed by the review include the structures of first-level education, demographic trends and their implications, the quality of first-level education and school

(1) First-level.

organization. The review takes account of the work in progress by the *Primary Curriculum Review Body* and such other studies of areas of the first-level sector as may already be in progress. The Review Body submitted its Report to Government in December 1990.

3.2 Lower Second-level Education (*Junior Cycle*)

The last three years of compulsory education (12 to 15 year olds) usually take place in the *junior cycle* of one of the main types of second-level schools: *Secondary*, *Vocational*, *Comprehensive* and *Community*. A minor amount of second-level education is also provided in other institutions.

Education is free of charge in the latter three types of schools and also in those *Secondary Schools* participating in the scheme of free education mentioned above. The remaining *Secondary Schools* (about 5%) charge fees.

The ***Secondary School*** (sometimes referred to as *Voluntary Secondary School*) is the largest category, comprising approximately two-thirds of all second-level schools. A small proportion of these schools cater for boarders. Traditionally, these schools provided an academic (or grammar school) type of education. In recent years, however, they have been increasingly influenced by the practical and technical content of vocational education, the innovatory thrust of an extensive range of development projects, and the example and outcomes of major initiatives in the area of transition to adult and working life. In the same period, a broad consensus has emerged that every second-level school should attempt to offer a comprehensive curriculum, providing a broad balance between academic and vocational subjects.

Initially, the main thrust of the ***Vocational Schools*** was the inculcation of manual skills and the preparation of young people for trades. Nowadays, however, the full range of second-level courses is available in these schools.

Comprehensive Schools were first established in 1966 in areas where existing second-level provision was inadequate or non-existent. Fifteen such schools were established between 1966 and 1972. They combine academic and vocational subjects in a wide curriculum. It was also intended that they would have an experimental function.

Community Schools are similar in many ways to *Comprehensive Schools* but differ in management structure. The first such schools were established in 1972-1973. As the *Comprehensive Schools*, these schools provide a broad curriculum, embracing both practical and academic subjects for all the children of their areas in the second-level age range.

Many *Community Schools* had their origins in the amalgamation of *Secondary* and *Vocational Schools* due for replacement or renovation. They are also seen as meeting a demand in newly developed urban areas, formerly supplied through separate *Secondary* and *Vocational Schools*. Apart from the provision of comprehensive facilities to cater for the varying aptitudes and abilities of all children irrespective of family means, it was envisaged that these schools would achieve the optimum utilization of teachers, buildings and equipment, as well as being the focal point for community activities.

The vast majority of all schools operate 5 days a week, although a number of *Secondary Schools* remain open 6 days a week. Most schools provide instruction for 6 hours each day, classes lasting approximately 40 minutes each.

Curriculum and assessment

All schools operate the certificate courses laid down by the Department of Education and enter their pupils for the same national examinations.

Up to now, pupils followed either a two-year course leading to the *Day Vocational Certificate* or a three-year course leading to the *Intermediate Certificate*. The ***Day Vocational Certificate*** is generally known as the ***Group Certificate*** and is taken by all *Vocational Schools* and a number of *Secondary Schools*. This certificate offers a wider practical range of subjects than the *Intermediate Certificate*. Some schools offer both the *Group* and the *Intermediate* examinations, pupils sitting the *Group* after 2 years and the *Intermediate* after 3. The *Group Certificate* course is so structured that pupils may, after one further year's study, enter for the *Intermediate Certificate* examination. Pupils usually take up to seven subjects for the *Group Certificate* and up to ten for the *Intermediate Certificate*.

The ***Intermediate Certificate*** examination is taken by pupils in nearly all second-level schools. The curriculum must include instruction in a syllabus approved by the Minister for Education in a wide range of

subjects. It serves for most pupils as the terminal certification for compulsory education and also marks an important stage en route to the *Leaving Certificate* (see below).

The approved course for recognized junior pupils must include the following subjects:

- Irish,
- English,
- mathematics,
- history and geography,
- not less than *two* other subjects from the approved list of examination subjects (Latin, Greek, classical studies, Hebrew studies, French, German, Spanish, Italian, science, home economics, music and musicianship, art, woodwork, metalwork, mechanical drawing, commerce),
- civics (not for examination).

Physical education and religious education should also form part of the curriculum.

Irish and English are offered at two levels for certification (Higher Course and Lower Course). Mathematics is offered at three levels (Foundation, Ordinary and Higher). History and geography may be substituted by another approved subject in *Vocational* and *Comprehensive Schools*.

Assessment is in the form of written examinations. There may also be an assessment of oral proficiency included in examinations in modern languages, and practical examinations in woodwork and metalwork. Examination papers are produced by the Department of Education. The actual marking of candidates is done by teachers, under the supervision of assisting advisory examiners, who are in turn directed by Chief Examiners who are always Departmental Inspectors.

Results of the *Intermediate Certificate* examinations are shown in the form of grades - A-F - representing a percentage range of marks. Candidates are awarded a certificate of the grades obtained.

The ***Junior Certificate***, a new unified system of assessment and certification at junior cycle to replace the previous dual system, was launched by the Minister for Education on the recommendation of the *NCCA* in September 1988. This new certificate will replace the existing *Intermediate and Day Vocational (Group) Certificates*. Pupils who have completed the approved three-year junior cycle programme in second-level schools will be eligible to sit the examination for the award of the certificate. Pupils who entered the first year of second-level education in September 1989 are the first to follow the *Junior Certificate* programme. They will be eligible to sit the examination for the award of the *Junior Certificate* in 1992. The *Intermediate and Day Vocational (Group) Certificate programmes* will continue to be examined in 1990 and 1991. (In 1991, the Group examination will be confined to those who began study prior to 1989.)

Within the context of the *Junior Certificate*, a range of new syllabuses will be introduced in some existing subject areas, with technical adjustments in other syllabuses. One new subject, Technology, was introduced in 1989.

In order to allow for differences in the needs, abilities and aptitudes of young people within the *Junior Certificate* programme, subjects are offered at two levels for certification: Ordinary and Higher. Mathematics and Irish initially will be offered at three levels: Foundation, Ordinary and Higher.

Statistics 1988-89

	Pupils*	Teachers**	Schools***
Secondary Schools	129,368	11,698	496
Vocational Schools	49,125	4,867	251
Community Schools	19,828	1,846	47
Comprehensive Schools	5,282	491	16

* *Junior Cycle.*
** Full-time teachers, *Junior* and *Senior Cycle.*
*** *Junior* and *Senior Cycle* (see below).

4. Post Compulsory Education - Upper Second-level Education (*Senior Cycle*)

At the end of compulsory schooling, pupils may follow a further two-year course at *senior cycle* at a second-level school leading to the *Leaving Certificate* examination. This examination has as its stated aim «to prepare pupils for immediate entry into open society or for proceeding to further education». It is used for a variety of purposes: for example, as an entry qualification for a range of third-level institutions, including the universities and as a selection test for entry to many kinds of employment. This variety of use makes the *Leaving Certificate* a dominant influence upon much of the work of second-level schools, affecting curriculum, methodology, assessment and organization.

Curriculum and assessment

The approved course for recognized senior pupils must include not less than five subjects of which one should be Irish. The subjects approved are grouped as follows:

Language Group: Irish, English, French, German, Italian, Spanish, Latin, Greek, Hebrew studies, classical studies.

Science Group: mathematics, physics, chemistry, physics and chemistry, biology, applied mathematics.

Business Studies Group: accounting, business organization, economics, economic history.

Applied Science Group: engineering, technical drawing, construction studies, physics and chemistry, agricultural science, agricultural economics, home economics (scientific and social), home economics (general).

Social Studies Group: history, geography, art (including crafts), music, home economics (general).

It is recommended that each pupil should take at least three subjects from the group of subjects for which he/she is best fitted, and at least two subjects from outside that group.

Separate Ordinary Level and Higher Level papers are set in all subjects.

Assessment and certification procedures are the same as for the *Intermediate Certificate* examination.

A curriculum development centre in the mid-west has prepared a series of courses which a number of schools in the region offer as an alternative to the regular *Leaving Certificate* programme. Pupils who successfully complete the programme are awarded a qualification entitled the *Senior Certificate*.

A *Transition Year* option was introduced in 1987 and continues to operate in 120 schools. It is a one-year interdisciplinary programme for pupils who have completed an approved course for junior pupils. It can be designed to meet the needs of (a) those for whom the *Transition Year* will represent the end of formal full-time schooling and (b) those who intend to follow approved courses for senior pupils.

The content of *Transition Year* curricula will include elements of the following:
social education, moral education, education for living (including homecrafts and education for parenthood, employment and leisure), philosophy and applied logic, music and the arts, Irish studies, civilization courses for pupils of continental European languages, visual education, media education and communications skills, etc.

Statistics 1988-89

	Pupils*	Teachers**	Schools***
Secondary Schools	78,925	11,698	496
Vocational Schools	20,082	4,867	251
Community Schools	10,301	1,846	47
Comprehensive Schools	2,923	491	16

* *Senior Cycle*.
** Full-time teachers, *Junior* and *Senior Cycle*.
*** *Junior* and *Senior Cycle*.

5. Vocational Education/Training

Vocational courses are provided for young people after compulsory education by:

- Some second-level schools and vocational centres under the auspices of the *Vocational Education Committees* (*VEC*).
- *FAS*, the training and employment authority.
- *CERT*, the state training agency for hotels, catering and tourism.
- *TEAGASC* (previously *ACOT*), the agriculture and food development authority.

5.1 Vocational Preparation and Training Programmes

Recognition of the need to provide formal programmes of preparation for working life, especially for those who leave school with low levels of formal qualifications, was first acknowledged in 1976 with the beginning of Pre-Employment Courses in *Vocational*, *Comprehensive* and *Community Schools*. These programmes were subsequently altered and expanded to form the ***Vocational Preparation and Training Programmes*** known as ***VPT-1*** and ***VPT-2***.

As a result of this major expansion of provision, there are currently some 19,000 in the programme, which is provided in approximately half of all second-level schools. The VPT progamme is offered at two levels:

- *VPT-1*, which is intended for those who will leave school at 15-16 years of age with few, if any, formal educational qualifications;
- *VPT-2*, which is principally for young persons who have successfully completed VPT-1 or an equivalent programme of vocational preparation/training or who have formal qualifications but lack vocational training or experience. Many young persons attending VPT-2 courses have completed senior-cycle courses and hold *Leaving Certificates*.

A new two-year vocational training initiative under the *Vocational Preparation and Training Programme* was introduced in September 1989. This new training initiative is a two-year senior-cycle course which has the title *Leaving Certificate Vocational Training Programme*. The programme is intended for pupils who have just completed junior cycle and are about to begin senior cycle. Pupils following the new programme will follow the *Leaving Certificate* programme in at least five subjects to include:

- Irish,
- 2 subjects from construction studies, engineering and technical drawing,
- a modern continental European language (French, German, Italian, Spanish),
- at least one other subject from those approved.

New technologies will be emphasized through project work to be undertaken in the technological subjects chosen. If mathematics is chosen, pupils should take the computer studies programme which is at present optional within the *Leaving Certificate* syllabus. Work experience lasting a minimum of four weeks per annum is to be undertaken, at least two weeks of which should be devoted to work experience related to the technological subjects. The European dimension in education will be emphasized, particularly in the areas of language, technology, work experience and guidance counselling. Pupils who successfully complete the new progamme will, in addition to the *Leaving Certificate*, receive from the Department of Education a participation certificate indicating the nature of the programme followed.

Parallel to the *VPT-1* and *VPT-2* programmes introduced by the Department of Education, three ***FAS programmes*** are aimed at young people who have obtained their *Intermediate* or *Group Certificate* but lack basic skills and training.

The ***Skills Foundation Programme*** was introduced in 1985. Provided in training centres or contracted facili-

ties, its objective is to assist trainees to identify and acquire specific skills to earn a living and to develop themselves further through community education or training opportunities.

The programme begins with a period of induction, self assessment, skill sampling and work exploration. Trainees then work out an agreed personal training plan to achieve their identified training goal. Integrated practical work training and skills foundation training form the major part of the course in order to achieve this plan.

The ***Community Youth Training Programmes*** of *FAS* involve the building and refurnishing of community centres, renovation of houses for old people in need, or projects of a social or cultural nature, while simultaneously providing on-the-job training. 50% of the training, including remedial literacy and numeracy, is provided off the job.

Local Training Initiatives, including Community Response, is the third *FAS* programme which covers a range of community-based work-related and training activities, e.g. cooperative development, enterprise development, community leadership, etc. The activity-based training is provided on a modular basis relating both to the demand of the task and to the needs of the young person.

5.2 *Youthreach*

In October 1988, a joint Education and Labour initiative for early school leavers, known as the ***Youthreach Programme***, was announced. Its purpose is to provide up to two years of education, training and work experience/placement for young people who leave school with no formal educational qualifications. The programme began in selected locations throughout the country in January 1989, and is operated jointly by the local education and training authorities, principally *VEC* and *FAS*. 3,000 places were provided in 1989. It is planned that this will decrease to 2,500 by 1991, in line with the expected fall-off in numbers of early school leavers.

The Foundation Year provides basic skills training, practical work training and general education, together with guidance and counselling. It is based on *VEC* and *FAS* programmes specially extended and adapted. All programmes are full-time, 35 hours per week, and available on a year-round basis.

The Progression Year, under the responsibility of *FAS*, provides a series of options such as specific skills training courses, temporary employment schemes, community youth training programmes, subsidized private sector job or training contract, full-time or part-time programmes of further education, etc.

5.3 Travellers' Training Workshops

There are presently 26 Travellers' Training Workshops located around the country, catering for the remedial education/training needs of young unemployed travelling persons. Altogether, 1,600 places are available for such persons, mainly all early school leavers. The workshops are run in cooperation between the Departments of Education and Labour.

5.4 Specific Skills Training Courses

FAS specific skills courses, lasting 20 to 26 weeks, are designed to provide skilled workers for existing local job opportunities in industry. This type of training is industry lead; its objective is to meet the specific requirements of a series of industrial sectors, while at the same time developing transferable skills and an attitude of adaptability in young workers.

5.5 Apprenticeship

Apprenticeship training courses last 4 years:

- the 1st year is spent full-time off the job, in a *FAS* training centre and educational institution,
- the last 3 years is spent in a firm, with block or day release for technical and general education in *VEC* schools.

In addition to the apprenticeship certificate, trainees may take the *Junior Trade Certificate* after 2 years and the *Senior Trade Certificate* after 4 years.

5.6 *CERT*

CERT cooperates with the Department of Education by monitoring an agreed *VPT-2* programme in "Hotel, Catering and Tourism Skills". The aim of this

programme, which is certified by *CERT*, is to enable young people in second-level education to gain a broad understanding of the hospitality industry and to facilitate their integration into the workplace and/or into vocational training. *CERT* also certifies the vocational studies component of some *VPT-1* programmes in "Hotel, Catering and Tourism Studies" and provides modules for trainees in some *FAS* Community Youth Training programmes and Youthreach programmes.

5.7 TEAGASC

TEAGASC is the national body providing advisory, research, education and training services to the agricultural and food industry. Of particular importance in *TEAGASC's* remit is education and training for young farmers, research in the food industry, together with farm management, economics, marketing of agricultural products and rural development. Various *Certificate Courses* and *Farm Apprenticeship Schemes* are conducted under the *TEAGASC Education and Training Programme*.

The ***Certificate in Farming*** is a comprehensive agricultural education and training programme lasting 3 years, and comprises:

- a formal learning element dealing with the basic knowledge and skills required in animal and crop husbandry, farm equipment and machinery, environmental conservation, quality control, etc;
- an experimental learning element through work experience under supervision on a farm, with short courses;
- a formal module covering enterprise management, knowledge and skills.

Placement away from the home farm lasts a minimum of 12 weeks in general agriculture, and a full year in the case of horticulture, pigs and poultry.

The ***Farm Apprenticeship Scheme*** is carried out by the *Farm Apprenticeship Board*. Trainees first spend 1 year at a recognized agricultural college and then enter into an apprenticeship agreement with farmers on the Board's panel. During each of the 3 years, apprentices attend short refresher courses at an agricultural college.

ITALY

Trentino-
Alto
Adige
Friuli-
Venezia-Giulia
Valle d'Aosta
Lombardia
Veneto
Piemonte
Emilia-Romagna
Liguria
Toscana
Marche
Umbria
Abruzzi
Lazio
Molise
Puglia
Campania
Basilicata
Sardegna
Calabria
Sicilia
REGIONS

Italy

1. Responsibilities and Administration 123

2. Pre-School Education 125

3. Compulsory Education 126

   3.1 Primary Education 126

   3.2 Lower secondary education 127

4. Post-compulsory Education (Upper secondary Education) 128

   4.1 Classical Type Education 128

   4.2 Artistic Type Education 130

   4.3 Technical Education 130

   4.4 Vocational education 131

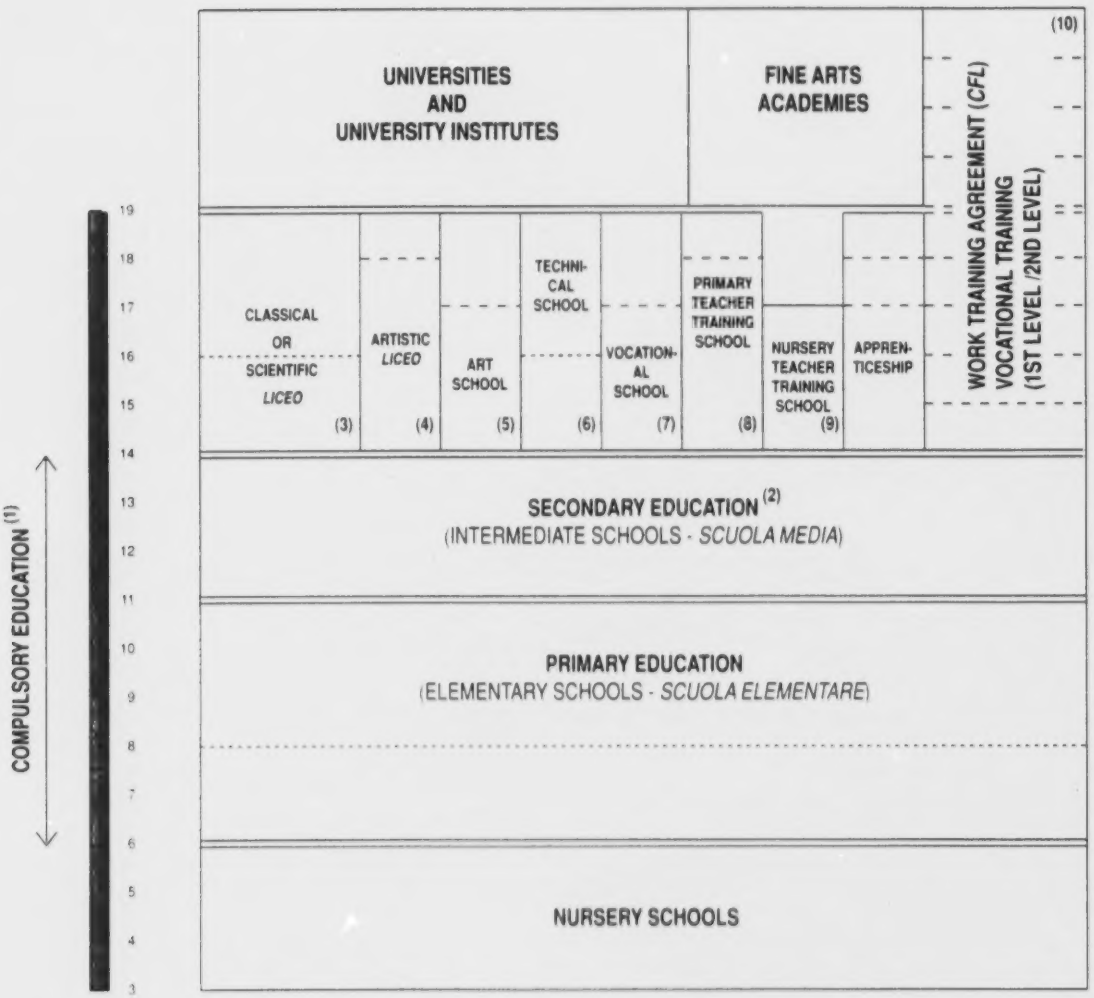
5. Initial Vocational Training 133

   5.1 Apprenticeship 133

   5.2 Work-training contracts 133

   5.3 Vocational training courses 133

ITALY



1. The Government has proposed to extend compulsory education from 8 to 10 years, that is, until 16.
2. *Scuola Media* (intermediate schools) provide comprehensive general lower secondary education with the school leaving certificate providing access to upper secondary schools.
3. 5-year upper secondary general and classical or scientific course with the school leaving certificate (*Maturità*) providing access to all university education.
4. 4-year general and artistic course leading to higher level courses. 5th complementary year leads to the upper secondary school leaving certificate providing access to all university education.
5. 3-year general and artistic courses leading to employment. A further 2-year course has been established experimentally in certain schools leading to the applied arts upper secondary school leaving certificate which provides access to higher level artistic schools.
6. 5-year general and technical course leading to technical school leaving certificate providing access to employment or higher or university education.
7. 3-year general and vocational course leading to a «qualification certificate» and employment. 5-year experimental courses lead to the vocational school leaving certificate which is equivalent to the technical school leaving certificate.
8. 4-year course of general and teacher education for primary school teachers also providing access to further study at university faculties of education. 5th complementary year provides access to certain university faculties.
9. 3-year course of general and teacher education for nursery school teachers.
10. These courses can be entered at any age between 15 and 25 (and sometimes beyond).

    The work training agreement (*CFL*) lasts 1 to 2 years, including 40 hours of technical/practical training and 40 to 100 hours of theoretical training.

    Vocational training courses fall under the responsibility of the Regions. 1st level training lasts 2 years. 2nd level training varies from 100-300 hours (specialization) to 500-1000 hours (full course); it includes periods in firms.

= not described in the text.
= division in the level/type of education.
= alternative beginning or end of level/type of education.

1. Responsibilities and Administration

In Italy, all primary and secondary formal education is centrally administered by the Ministry of Public Instruction (*MPI*).

However, not all Italian education comes 100% under State responsibility; alongside the network of State schools, there is a network of non-State public schools (e.g. run by cities and communes) and of private schools. In the 1989-1990 school year, the percentage of pupils enrolled in non-State and private schools was 48.2% at pre-school level, 8.06% at primary level, 4.6% at lower secondary level and 9.6% at upper secondary level.

All schools, be they State, non-State public or private, must conform to national laws as well as to decrees and regulations issued by the *MPI* if they wish to be legally authorized and confer officially recognized certificates.

Non-State and private schools which follow the educational programmes laid down by the State and offer sufficient educational safeguards may be granted State recognition.

Central administration

Within the *MPI*, the Minister is assisted by Under-Secretaries. They do not have their own attributions, as their functions are delegated by the Minister himself. They act for the Minister when he is absent or engaged.

Until the planned reform of public administration, the main organizational units at Ministerial level are eight General Directorates, responsible for: primary education; lower secondary education; classical and scientific upper secondary, and primary teacher (*magistrale*) training; technical education; vocational education; cultural exchange; personnel, administration; non-State secondary education.

Special sectors, like physical and sports education, artistic education and pensions, are under the control of three inspectorates. Pre-primary education is entrusted to a special office, the pre-primary school service.

Another important unit at Ministerial level is the Planning and Study Office (*Ufficio Studi e Proggrammazione*). It is the national coordinating unit for research initiatives, in-service teacher training and experimentation.

Consultative bodies

The Minister of Public Instruction is not only the head of the central educational administration, he is also President of the National Council for Public Instruction, the highest consultative body for all educational matters below tertiary level. The Council comprises 71 members, elected for five years. Three-quarters of its members are staff of the *MPI*, elected nationally by school head teachers, teachers, non-teaching staff and educational administrators for each respective category.

The Council's task is to assess school activities and services and to formulate educational programmes. The Minister for Public Instruction must submit all proposals for legislation and administrative measures of major importance to the Council for its opinion.

Regional and provincial administration

In practical terms, the *MPI*'s central power is executed by ministerial delegations and branches at regional and provincial level. For each of the

20 Italian regions, there is a regional Superintendent, appointed by the Ministry. The Superintendent's powers cover:

- organization and administration of the teachers' competitions for teaching posts in upper secondary schools (*concorsi*);
- coordination between central and regional administration and policies.

At provincial level, the Ministry operates through the offices of the Provincial Directors of Education, which are like local branches of the central administration.

The importance of the Provincial Directors of Education and their office is considerable. Their main task is to ensure the enforcement of laws and regulations applicable to educational institutions at primary and secondary level - be they private or public. Heads and teachers of primary and secondary schools are directly responsible to the Provincial Directors of Education.

The Provincial Directors of Education are assisted through mandatory consultations with Provincial School Councils, on which representatives of the teachers, parents and provincial and local authorities sit to discuss and approve the schooling provisions in the respective province.

In 1974, a new law required the Regional Government to plan school districts with administrative autonomy, which can raise their own funds for this purpose. A district consists of rural and urban zones sharing common social and economic features.

2. Pre-school Education

The institution of State pre-school education in Italy dates back to the 1968 legislation which set up the present system of nursery schools for children aged from 3 to 5 years. Before 1968, nursery schools were established and run by cities, communes and private or religious organizations.

The overall responsibility for State pre-school establishments lies with the Ministry of Public Instruction. The administration of the majority of nursery schools is, however, entrusted to local education authorities.

Attendance at any of the pre-school establishments is optional. Private establishments usually charge fees, public establishments do not.

The above-mentioned law of 1968 explicitly states that pre-school education should not involve proper «teaching». The aim of nursery education is to help children during the process of personal development and to prepare them to enter compulsory education. It is also expected to supplement the parents' educational effort in order to prevent social imbalance and maladjustment.

In practice, the same principles and rules apply for all establishments irrespective of whether they belong to the public or private sector.

Since the 1968 legislation was adopted, particular efforts have been made to expand pre-school provision in parts of the country with specific needs.

These efforts helped to increase the attendance rates considerably. On the average, 87.3% (1987 figures) of all Italian children above the age of three and below the age of entry into compulsory primary school go to pre-school classes.

Statistics 1989-90

Pupils	1,566,364*
Teachers	76,355**
Schools	28,023

* State and non-State/private.
** Permanent and non-permanent employed by the Ministry of Education.

Source: MPI - Servizio Statistico - Ministero del Tesoro, Ragioneria generale dello Stato.

3. Compulsory Education

In Italy, compulsory schooling begins at the age of six and continues until the age of fourteen, including 5 years of primary education and 3 years of lower secondary education. However, a proposal has been made by the Government to extend compulsory education from eight to ten years, that is, until sixteen years old.

Compulsory schooling is governed by national laws and regulations which apply throughout the country to both public and legally recognized private institutions. Compulsory schooling in public institutions is free of charge.

3.1 Primary education

Italian children spend the first five years of compulsory education in elementary schools (*Scuola Elementare*). This five-year period is divided into two stages, one of two and one of three years, with formal testing at the end.

Primary education in Italy is provided in both public and private schools. The number of private schools is, however, very small. The educational aims and programmes of primary schools are defined and set out on a national basis.

Curriculum

New programmes, recently approved by Parliament, have come into force in the 1986-1987 school year and are gradually being implemented.

Since approval of the new programmes, the various phases of the compulsory curriculum taught by class teachers are based on actual pupil development and on educational objectives. The second stage consists of pluridisciplinary education organized in groups or open classes which take account of pupils' individual interests.

The new programmes modified the content of the curriculum. The curriculum has remained largely standard during the first two years (teaching of reading, writing and arithmetic) but becomes progressively diverse during the following three years. This diversity allows for the teaching of subjects like Italian language, foreign language, mathematics, sciences, history and geography, social studies, visual education, aural education, music, motor activities and religion (optional).

Following the reform of primary education, as of the 1990-91 school year, weekly teaching hours from reception classes upwards have been set at 27 hours rising to a maximum of 30. Schools may choose whether to organize teaching over 5 or 6 days per week, with morning and afternoon sessions. The reform also allows for schools to undertake extra-curricular activities provided that the total number of hours does not exceed 37, including lunch breaks.

Assessment

Although it is possible to say that no major reform had taken place in Italian primary education for years, it is to be noted that the system of pupil evaluation had changed significantly, even before the introduction of the new programmes of 1985.

To progress to the next class, pupils are no longer selected on the basis of average marks. Proficiency and diligence are assessed on the basis of teachers' observations throughout the school period, which appear in the form of written statements in a personal card (*Scheda*), designed to offer a thorough profile of the pupil's personality.

The primary school certificate gives access to secondary education.

Statistics 1989-90

Pupils	3,140,113*
Teachers	271,070**
Schools	25,662

*State and non-State/private.

** Permanent and non-permanent.

Source: MPI - Servizio Statistico - Ministero del Tesoro, Ragioneria generale dello Stato.

3.2 Lower secondary education

The last three years of compulsory schooling (from age eleven to fourteen) take place in intermediate schools (*Scuola Media*).

These schools are fully comprehensive and provide free education on standard lines to all children in the pertinent age range, regardless of their origin or social status.

Their aim is as much to train pupils for adulthood and citizenship as for further study.

All children in this age group must attend this type of school. Pupils who repeat years remain longer than the three compulsory years; however, some drop out when they reach the age of 14.

Curriculum

There are 30 hours of compulsory lessons per week: religion, Italian, history, civics, geography, mathematics, chemistry-physics-natural science, a foreign language, art education, and physical education. The law of June 1977 introduced technical and musical education as compulsory subjects. At the same time Latin was abolished.

The law also provides for the integration of interdisciplinary and interclass activities which may be arranged as a supplement to formal instruction within the various subjects provided for in the curriculum. Moreover, the law stresses the need for teachers to present subjects like mathematics, chemistry, physics and natural science to the learner through methods designed to aid young people to understand the logical connections between apparently separate elements of scientific knowledge.

Assessment

As regards assessment, new rules have been in force since Law 517 of August 1977. These provisions abolished the traditional grading system based on marks (from 1 to 10) assigned by each individual teacher and also remedial examinations. In addition, the former personal record (*Pagella*) was replaced by the *Scheda Personale*. Class teachers compile and regularly update the personal record as a group. It is presented in the form of a written description of attitudes, tendencies, behaviour, and level of achievement. On the basis of entries in these personal records, every three or four months (depending on the division of the school year), the class teachers prepare an analytical assessment in respect of each individual subject and an overall and informative evaluation regarding the pupil's overall achievement. The teachers explain these assessments to the pupil's parents, who also receive copies of the personal record.

The evaluation of the pupil's performance together with the final assessment are incorporated in an attestation of completion of compulsory education. The attestation is attached to the pupil's personal record and contains information regarding his or her completion of compulsory education.

At the end of the third year, pupils are required to take the intermediate school leaving certificate (*Diploma di Licenza Media*) examination. This examination is administered by the teachers and an outside chairman. For pupils successfully passing this examination, advice and suggestions regarding further education are appended to the attestation.

Statistics 1989-90

Pupils	2,392,130*
Teachers	272,089**
Schools	10,021

*State and non-State/private.

** Permanent and non-permanent.

Source: MPI - Servizio Statistico - Ministero del Tesoro, Ragioneria generale dello Stato.

4. Post-compulsory Education (Upper secondary Education)

Upper secondary education is intended for young people between 14 and 19 years old. After completing compulsory education, they can undertake courses of study lasting five, four or three years, after which they have the opportunity of either going on to higher education, or entering employment at middle-management level or as specialized workers. All post-compulsory schools belong to upper secondary education which consists of the following categories:

- classical, scientific and «primary and nursery teacher training» (commonly designated as the «classical» category);
- artistic;
- technical;
- vocational.

It should be pointed out that a general reform of upper secondary education is currently being studied, which concerns, inter alia, the extension of compulsory education to 16 years.

To be granted access to the upper secondary schools, pupils must hold the lower secondary school leaving certificate (*Diploma di Licenza Media*) (completion of compulsory education). Passage to all classes following the first year is without examination, on the basis of marks obtained for all the subjects studied (at least 6 out of 10), and global approval by the Class Council. Pupils from private schools may enter an intermediate class if they have completed compulsory education and take an examination for each subject studied in the class preceding the one they wish to be admitted to. Pupils aged 23 or older can enter intermediate classes without undergoing examinations and they can take the final examination if they do not hold the lower secondary school leaving certificate.

4.1 Classical Type Education

Classical *Liceo*

The aim of the Classical *Liceo*, according to the 1923 Decree, is to prepare pupils for University and Higher Institutes.

It comprises five years of study and consists of two cycles:

a) the 4th and 5th *Ginnasio* classes, so called because they constitute the last two years of the old five-year *Ginnasio*; the first three years of the *Ginnasio* have been absorbed into the lower secondary school;

b) the 1st, 2nd and 3rd *Liceo* classes. The examinations for passage from *Ginnasio* to *Liceo* have been abolished.

Curriculum

The compulsory subjects are:

Ginnasio: Italian language and literature, Latin language, Greek language, foreign modern language and literature, history, geography, mathematics, physical education.

Liceo: Italian language and literature, Latin language and literature, Greek language and literature, history, philosophy, natural sciences, chemistry, physical geography, mathematics and physics, history of art, physical education.

Religion is optional.

Scientific *Liceo*

The Scientific *Liceo* aims to develop and deepen the education of pupils intending to follow university studies in the faculties of science, medicine and

surgery (1923 Royal Decree). Since 1968, this *Liceo* also permits access to all types of university training or higher education. It consists of a five-year course, divided into an initial period of two years followed by a period of three years, without intermediate examinations. A distinction between the two cycles is only made with regard to the structure of the curriculum and awarding of teaching posts.

Curriculum

The compulsory subjects are:

Italian language and literature, Latin language and literature, foreign language, history, philosophy, geography (only in the 1st and 2nd years), natural sciences, chemistry, physical geography, mathematics and physics, drawing, physical education.

Religion is optional.

Primary Teacher Training School

The Primary Teacher Training School (*Istituto Magistrale*) trains primary school teachers for the elementary level and permits further study at the university faculty of education. This school offers a four-year course which can, however, be completed by a fifth year, at the end of which pupils have access to certain university faculties related to the studies followed during this fifth year.

Curriculum

The compulsory subjects are:

Italian language and literature, Latin language and literature, foreign language (only in the 1st and 2nd years), philosophy, education and teaching practice and psychology, history, civics, geography (only in the 1st and 2nd years), natural sciences, chemistry and geography, mathematics and physics, drawing and history of art, choral singing, physical education.

Religion and a musical instrument are optional.

Nursery Teacher Training School

The Nursery Teacher Training School (*Scuola Magistrale*) trains teachers for nursery schools and consists of a three-year course.

Curriculum

The compulsory subjects are:

Italian language and literature, education, history and geography, accountancy, mathematics and natural sciences, hygiene and paediatrics, music and choral singing, home economics, theory and application of physical education, handicrafts and drawing, teaching practice.

Religion is optional.

Assessment (for all of Classical Type)

For the purpose of assessing pupils, the school year may be subdivided into two or three periods, depending on the Teachers' Council of each school. Marks are assigned at the end of each period by the Class Teachers' Council.

Assessment is not only made on the basis of the marks gained by the pupil during the examinations or written tests marked by the teacher in the class register, but also on the basis of information provided by all the teachers as to the regular attendance and participation of the pupil in all subjects, on the initial preparation of the pupil and his/her subsequent progress, and other useful information gathered from contacts with the pupil's family.

At the end of upper secondary education, pupils take the upper secondary school leaving certificate (*Maturità*) examinations. Only those who have achieved a positive assessment in the last year are admitted. The examination comprises 2 written tests (Italian and one separate subject chosen yearly at national level for each type of upper secondary school) and an oral examination dealing with two subjects studied during the last year (one chosen by the pupil and one chosen by the Examination Commission).

Statistics 1989-90

Pupils	865,773*
Teachers	61,459**
Schools	7,862***

* State and non-State/private.

** Permanent and non-permanent.

*** All upper secondary schools.

Source: MPI - Servizio Statistico - Ministero del Tesoro, Ragioneria generale dello Stato.

4.2 Artistic Type Education

Artistic *Liceo*

The aim of the Artistic *Liceo* is to prepare pupils for the specialized study of painting, sculpture, scenography and architecture (Royal Decree 3123 of 31 December 1923). It lasts for four years and is divided into two sections: one for the study of figurative and scenographic arts and the other for architecture. The first section provides access to the higher level courses of the Fine Arts Academy (*Academia di Belle Arti*), and the second to the Faculty of Architecture. By following a fifth complementary year, pupils can obtain the artistic upper secondary school leaving certificate (*Maturità Artistica*) (State examination); this provides access to all university faculties.

Curriculum

The compulsory subjects are:

General subjects: Italian language and literature and history, history of art, mathematics and physics, natural sciences, chemistry and physical geography, physical education.

Artistic subjects: figure drawing, ornamental drawing, relief figuring, relief ornamentation, geometric drawing, perspective, elements of architecture, artistic anatomy.

Religion is optional.

Art School

The aim of the Art School (*Istituto d'Arte*) is to prepare pupils for employment and artistic production, according to tradition and the regional raw materials industries (above-mentioned Royal Decree). It offers a three-year course. A further two-year course has been established experimentally in certain schools; graduates of this course obtain the applied arts upper secondary school leaving certificate (*Maturità di arte applicata*) which allows them to continue studying at higher level art schools.

Curriculum

The compulsory subjects are:

General subjects: Italian language and literature, civics and history, history of art and applied arts, mathematics and physics, natural sciences, chemistry and geography.

Artistic subjects: geometric and architectural drawing, painting from life, handicraft and plastic arts.

Religion is optional.

Technologies and various workshop practice, according to the chosen craft specialization, are added to general subjects which are common to all orientations.

Assessment

See Classical Type Education.

Statistics 1989-90

	Pupils	Teachers	Schools
Artistic *Liceo*	36,722*	3,584**	7,862***
Art School	58,192*	7,661**	

* State and non-State/private.

** Permanent and non-permanent.

*** All upper secondary schools.

Source: MPI - Servizio Statistico - Ministero del Tesoro, Ragioneria generale dello Stato.

4.3. Technical Education

The purpose of technical education is to prepare the pupil to practise several professions or technical or administrative services in the agricultural, industrial, and commercial fields. There are nine different types of Technical School (*Istituto Tecnico*): for agriculture; commerce; business with foreign languages; tourism; surveying; industry; foreign trade; naval; and «female» professions.

Curriculum

In general, the curriculum of the Technical School during the initial two-year period comprises general subjects common to all departments and specializations:

Italian language and literature, history and civics, geography, foreign languages, mathematics, physics, natural sciences and chemistry, drawing, physical education, religion (optional).

The only difference lies in the practical exercises which are carried out in the different departments.

In the following three-year period, while the teaching of general subjects such as Italian literature, history and civics, and physical education continues, the other disciplines are related to the specific department or specialization, with a significant part of the programme reserved for specifically oriented practical exercises.

The weekly timetable varies between 30 and 40 hours.

Assessment

Pupils are assessed as in other upper secondary schools.

On completing the five-year course of the Technical Schools, pupils who have a positive assessment are admitted to the technical school leaving examinations in the specialization chosen during their studies.

The examination procedures are the same as for other upper secondary school leaving certificates.

The technical school leaving certificate provides access to employment in the public and private sectors at intermediate level, to a trade or to a higher education establishment or a university.

Statistics 1989-90

Pupils	1,307,557*
Teachers	125,140**
Schools	7,862***

* State and non-State/private.

** Permanent and non-permanent.

*** All upper secondary education.

Source: MPI - Servizio Statistico - Ministero del Tesoro, Ragioneria generale dello Stato.

4.4 Vocational education

This is intended for 14 to 17 year olds (3 years of instruction), with an extension to 19 for those who follow the five-year experimental courses.

The purpose of the Vocational School (*Istituto Professionale*) is to train specialized workers. In each school, particular attention is given to the local labour market.

There are five types of Vocational School. Each school comprises different qualification sections, matched to vocational profiles required by the labour market. There are about 180 qualification sections; the highest number by school varies between 50 and 60, due to the fact that many of them are obsolete.

There are Vocational Schools for agriculture; for trade and industry; for commerce; for the hotel industry; and for «female» professions. (The so-called «female» courses are also open to male students in spite of their name.)

Curriculum

The curricula in the Vocational Schools are more flexible than in the Technical Schools.

There are no fixed patterns or schedules regarding the subjects taught and the timetables. Ministerial decrees establish the vocational profiles and the subjects common to all departments, including the respective timetables. The weekly timetable is based on an average of 40 hours with variations from 32 to 47 hours a week, due to the differing duration of practical exercises, particularly in the agricultural department.

Qualification examinations leading to a «qualification certificate» may be taken at the end of 2 or 3-year courses (see below). Since 1969, experimental courses of a five-year duration have been set up in vocational schools with the purpose of allowing young people to have a more general and applied education. Courses lead to the labour market or to studies at a higher level.

In this five-year course, more time is devoted to the general subjects during the first two years. At the same time, according to the 1969 Decree, in order to allow young people who have undertaken a two or three-year course to continue studying, it is possible for certificated pupils to enter the fourth year of the experimental courses or to join a two-year integration course set up to complement the three-year course.

The five-year course can also be set up in Technical Schools to test new vocational profiles.

The timetables and curricula are organized in the same way as for the short courses. The subjects common to all specializations are: Italian language and literature, history, civics, physical education and religion (optional). In addition to these, there are subjects specific to each specialization and its related technologies.

Assessment

Pupils are assessed as in other upper secondary schools.

The final examinations for the three-year vocational courses, known as qualification exams, are taken by the pupils before commissions composed of teachers of general, technical, and practical subjects in the school, and two external experts delegated by the economic and productive sectors having an interest in these schools.

A «qualification certificate» is delivered to the pupils who pass the examinations. This provides admission to the fourth year of the five-year experimental course of the same kind, and entry into the labour market, but not admission to higher education.

On completing the two-year integration course of the Vocational Schools, pupils who have a positive assessment are admitted to the vocational school leaving examinations in the specialization chosen during their studies.

The examination procedures are the same as for other upper secondary school leaving certificates.

The vocational school leaving certificate is equivalent to the technical school leaving certificate in the same specialization.

For differing specializations, the value of the certificate, both for work and for continuing study at a higher level, is defined by Presidential Decree.

Statistics 1989-90

Pupils	537,889*
Teachers	61,939**
Schools	7,862***

* State and non-State/private.
** Permanent and non-permanent.
*** All upper-secondary schools.

Source: MPI - Servizio Statistico - Ministero del Tesoro, Ragioneria generale dello Stato.

5. Initial Vocational Training

Vocational training offered to young people outside the education system falls under the responsibility of the Regions. The latter draw up a pluri-annual programme based on regional and national economic planning and the training needs of different sectors of the economy. Both sides of industry and various local organizations are associated with this programme, through an advisory committee. The programme serves as the basis for defining an operational annual training plan.

Regional vocational training is provided either by 3,551 vocational training centres (*CFP*) (60% of which are located in the north of the country), or by centres belonging to private non-profit making organizations specialized in vocational training. The latter may be national organizations with regional branches (*ENAIP, CNOS*), union organizations (*ENCAP, IAL, ENFAP*) or local organizations.

5.1 Apprenticeship

Apprenticeship is based on a contract providing for 32 hours of work and 8 hours of training per week for 3 to 5 years. The length and content of the apprenticeship are determined by collective agreements, which means that the employers and unions play a considerably important role. Examinations are taken before a committee comprising an inspector from the Ministry of Labour and two representatives from the provincial employment office (employer and union).

Apprenticeship now only exists in arts and crafts and commerce. It is considered less and less as a qualified training since the Regions stopped providing weekly training; some of them, however, provide a complementary 300-hour course. Around 550,000 young people are involved in apprenticeship.

5.2 Work-training contracts (*CFL*)

Work-training contracts (*CFL - Contratto de formazione lavoro*) are intended for young people between 15 and 29 years of age. They mainly comprise an employment measure together with training provided either in the firm or in public or private external organizations.

The *CFL* leads to a qualification recognized by the collective agreement of the sector concerned. 41% of *CFL* take place in the services sector and 59% in the industrial sector.

Some 500,000 young people benefit from a *CFL* each year, 11% of whom are aged between 15 and 18 years and 65% between 19 and 24 years.

At present, training lasts around 40 hours in SMEs and 100 hours in large firms. Following an agreement between both sides of industry, the length of training will be determined in relation to the skills of the young person at the beginning and the skills aimed for at the end. There are always 40 hours of technical-practical training per year; the theoretical training varies between 40 hours (12-month *CFL*) and 100 hours (24-month *CFL*).

5.3 Vocational training courses

There are around 20,000 vocational training courses planned by the Regions each year, of which 8,800 are for level 1 and 2,700 for level 2. These courses are distributed as follows:

- agriculture: 18%;
- industry: 34%;
- services: 48%.

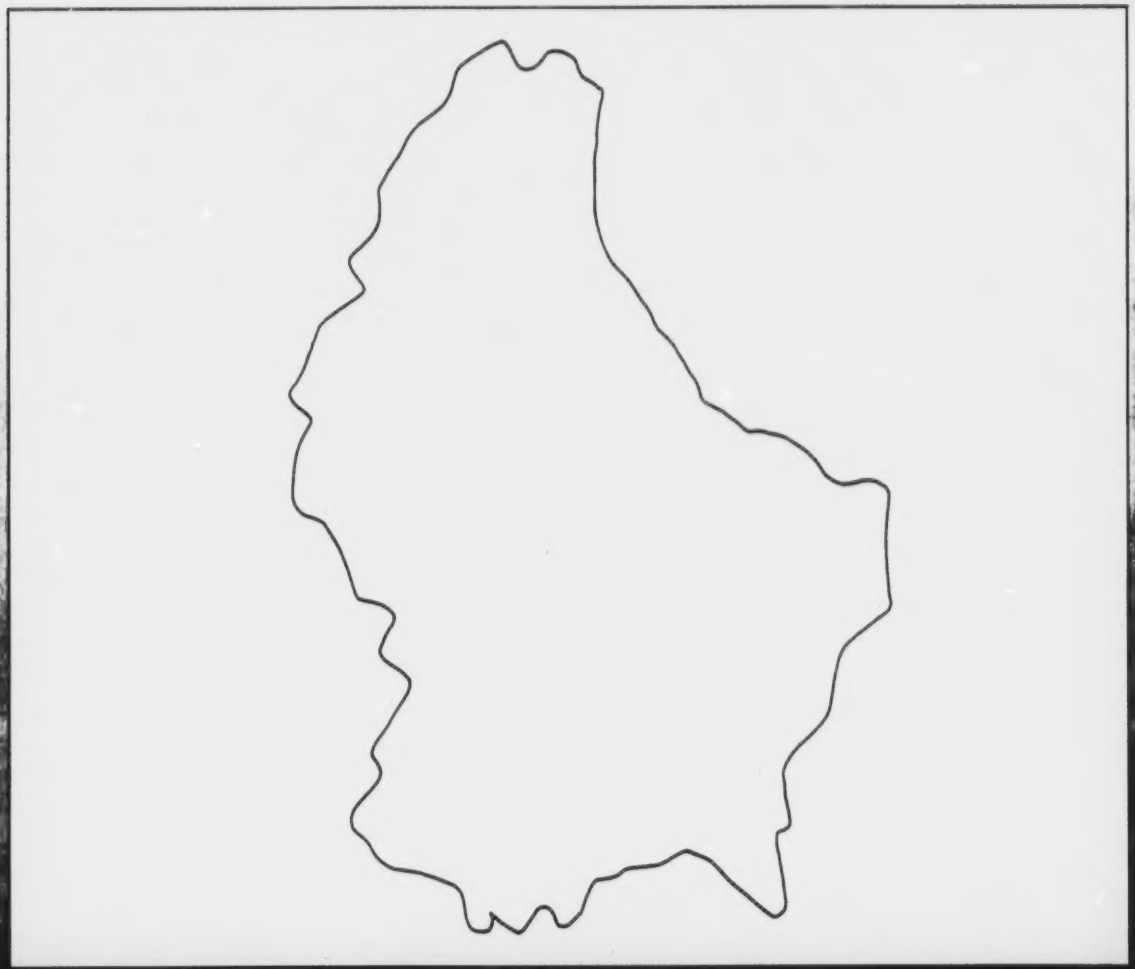
In 1988-89, 222,000 young people participated in these training courses: 170,000 at level 1, 50,000 at level 2.

The level 1 training courses aim to provide multi-purpose technical skills. They last an average of 800 to 1,000 hours per year for 2 years, and include various periods in firms. They lead to a vocational qualification recognized by collective agreements. Participants in these training courses are principally young people who have just left compulsory education, but there is also a growing number of young people who have started and then abandoned upper secondary education. Specific programmes which put the emphasis on motivation and vocational training are provided for young people who have failed at school (drop-outs).

The level 2 training courses are intended for those holding a level 1 qualification, and also for young people who have successfully completed State vocational or technical education. These courses are very varied; they may last for 100 to 300 hours for specialized or further training, or 500 to 1,000 hours if they lead to a recognized qualification. They also include periods in a firm. An increasing proportion of the training supplied by the regions is of this type/level of training.

So-called «integration» courses are also run by the *CFP* for pupils in upper secondary education, in the context of bringing together State institutions and regional training courses. These joint training courses last between 600 and 750 hours, 150 to 200 hours of which are spent in firms. At present, they cover 23 agricultural specializations and 15 industrial specializations.

LUXEMBURG



Luxemburg

1. Responsibilities and Administration 139

2. Compulsory Education 140

3. Pre-school Education 140

4. Primary Education 141

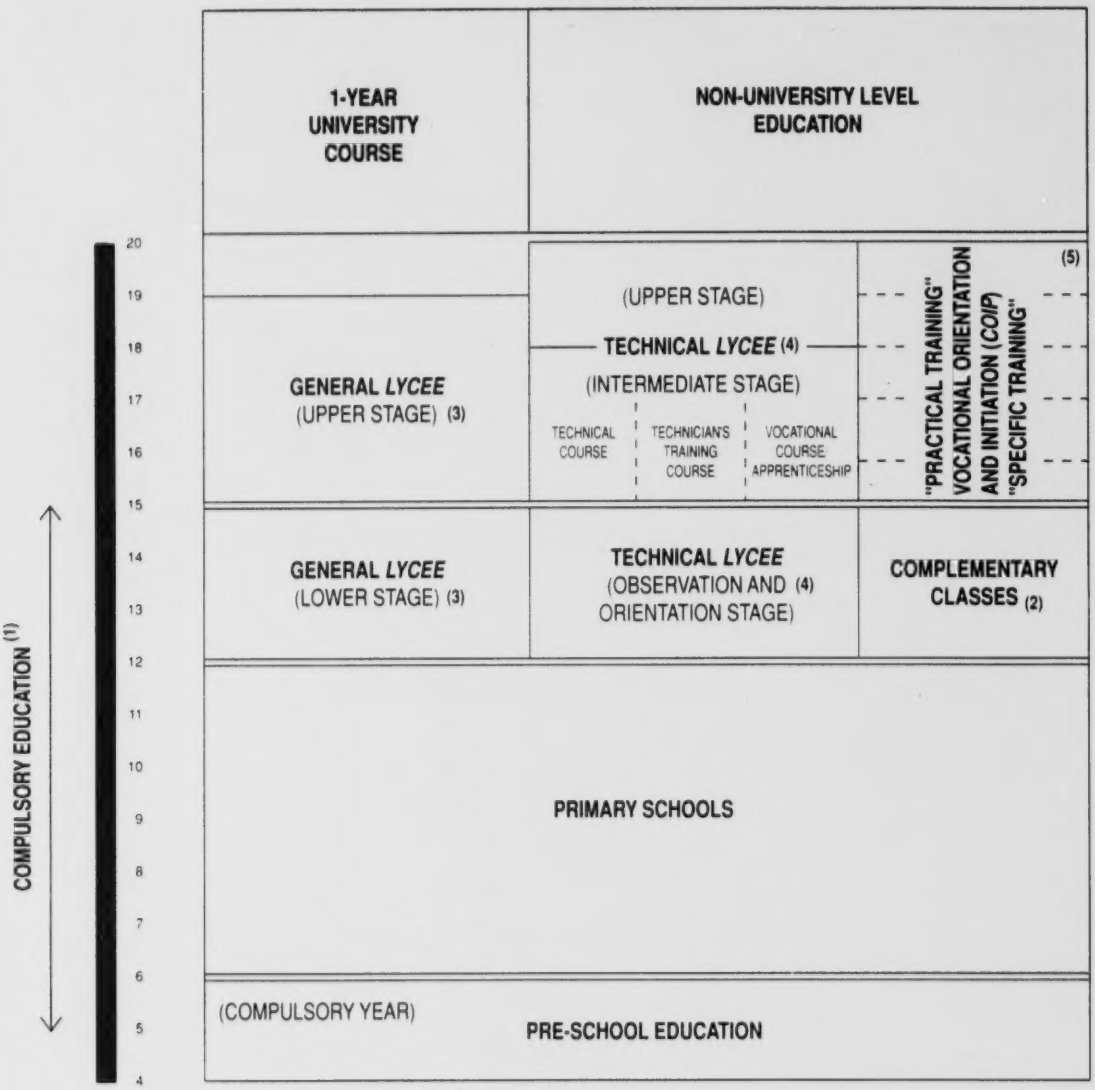
5. Secondary Education 142

   5.1 General Secondary Education 142

   5.2 Technical secondary education 143

6. Initial Vocational Training 146

LUXEMBURG



1. Compulsory education includes one year of pre-school education for pupils aged 5.
2. Complementary classes (*classes complémentaires*) provide a 3-year course in general and practically oriented subjects for pupils aged 12 to 15 who have completed 6 years at primary school but who are not allowed to transfer to secondary education (ie. they have not passed the entrance examination). The course leads to a diploma attesting completion of the complementary classes.
3. The General *Lycée* covers seven years of study divided into a lower stage (completing compulsory education) and an upper stage. The lower stage leads to a certificate attesting the completion of compulsory education. The upper stage leads to a secondary school leaving certificate which provides access to university education.
4. The Technical *Lycée* covers 8 years of study divided into an observation and orientation stage (completing compulsory education), an intermediate stage and an upper stage. The observation and orientation stage leads to a certificate attesting the completion of compulsory education. The intermediate stage comprises a technical section which leads to the upper stage or is completed by a practical apprenticeship leading to employment, a technician's training course, and a vocational section which includes parallel apprenticeship training in a firm leading to the certificate of technical and vocational proficiency providing access to employment. The upper stage leads either to a technical secondary education leaving certificate providing access to higher education or to a technician's certificate.
5. These courses are organized for unemployed young people. They last between 6 months and a year, sometimes on a part-time basis.

= not described in the text.
= division in the level/type of education.
= alternative beginning or end of level/type of education.

1. Responsibilities and Administration

Education in Luxemburg is unusual in that three languages are spoken and written in the same school system: Luxemburgish (*Letzeburgesch*), German and French.

Unlike in Belgium, the complexity of the linguistic situation did not lead to the setting up or development of linguistically differentiated responsibilities or administrative structures. In addition, the size of the country (2,586 km^2 and +- 365,000 inhabitants) would hardly have justified another structure.

Therefore, all sections of education are governed by regulations and directives drawn up and executed by the one National Ministry of Education.

The internal structure of the Ministry is also unusual insofar as not all officials in the Ministry are civil servants in the proper sense of the word. A certain number of posts are filled by teachers of primary education - *instituteurs attachés* - and teachers of secondary education - *professeurs attachés*.

The direct management of educational institutions is shared between the State, the communes and private bodies like the Church. The communes' role is particularly important at primary level, where they are also responsible for the appointment of teachers.

There are a relatively high number of private schools in the special education sector, but few in primary and post-primary education (general secondary and technical secondary education). Nevertheless, private education institutions are subject to State inspection, as are all the schools in the public sector. Pupils from private schools must sit public examinations to obtain official certificates.

Inspection

At primary level, inspection lies with ministerial inspectors (all former school teachers), at post-primary level with the heads of the individual schools. Tasks include the monitoring of both curricula and textbooks, which are centrally prescribed by the Ministry.

Advisory bodies

For advice on the management and planning of the whole education system, the Education Minister may consult the Higher Education Committee whose task it is to study general problems related to education and teaching, to comment on questions and problems submitted by the Minister and to make its own proposals, suggestions and comments on educational matters.

The Committee is composed of a maximum of 42 members, appointed by the Minister, representing other Ministries (sports, health, family affairs etc), the clergy, teachers, parents, industry, etc. The Committee works through an executive of ten of its members, also appointed by the Minister.

At municipal level, local school committees are involved in the day-to-day management of individual primary schools.

Consequently they represent the commune authorities, the church and representatives of the population of the commune, including parents of children attending the school. Teachers are not allowed to sit on the local school committee.

2. Compulsory Education

Compulsory education in Luxemburg comprises nine years in the formal school system (primary and secondary) and one year in pre-school establishments. Compulsory education starts at the age of five and is usually completed at the age of fifteen.

3. Pre-school Education

The provision of pre-school education in Luxemburg differs slightly from that in other Member States as it is partly compulsory.

In accordance with the Grand-Ducal Regulation of 22 October 1976, pre-school education is compulsory for 5 year olds (it is optional for 4 year olds).

This decision was made on the basis that children need longer to reach the expected standards, given the fact that the whole compulsory school system (and beyond) in Luxemburg is bilingual. Consequently, the attendance rate in pre-school establishments is high: 90% for the four year olds and 100% for children of five years and older.

Pre-school establishments are under the authority of the Ministry of Education, which contributes to the financing of about two thirds of all establishments.

The administration and maintenance of most pre-school establishments come under the responsibility of the communes. No more than 1% are privately run. Pre-school establishments are usually attached to primary schools.

Despite the fact that one year of pre-school education is compulsory, there is no formal teaching. Pre-school education is expected to foster the physical, intellectual and moral development of the children and to prepare them for entry into primary school.

Statistics 1986-87

	Public	Private
Pupils	8,315	70
Teachers	+-430	

Source: Courrier de l'Education Nationale. Annuaire Statistique. Année Scolaire 1987-88.

127

4. Primary Education

Primary education in Luxemburg covers a period of six years. Primary schools are run by the local authorities and are called public schools. They do not charge fees. Only very few primary schools are maintained by private bodies or institutions. Private schools charge fees.

Since compulsory education is governed by national laws, primary school curricula are set out by the National Ministry of Education and apply throughout the country.

Curriculum

Although the «philosophy» of primary education in Luxemburg is not really different from that in other Member States (teaching of reading, writing, arithmetic, artistic and physical activities, study of the local environment, development of social behaviour etc.), both teaching methods and procedures are unique because of the linguistic peculiarity of the country, where three languages are used on equal terms.

Teaching in primary schools starts off in Luxemburgish which the vast majority of children speak at home, as well as in German, a foreign language which becomes the teaching language for practically all subjects. French, which is also taught as a foreign language, starts towards the middle of the second school year. Luxemburgish continues to be used in parallel to German and French.

There are 30 lessons per week. Teaching is spread over the whole week: six morning sessions (Monday to Saturday) with four lessons each and three afternoon sessions (Monday, Wednesday and Friday) with two lessons each.

Assessment

The decision as to whether a pupil should progress from one class to the next is made by the teacher on the basis of the marks gained during the year for written work, homework and oral participation.

Complementary classes

The Luxemburg primary school system is unique not only with regard to language but also with regard to educational opportunities, which still belong to the primary sector, after the six years of compulsory primary education. There are complementary classes (*classes complémentaires*) catering for pupils who have completed six years at primary school but who are not allowed to transfer to secondary education.

These pupils, in the age range 12 to 15, continue to be taught general subjects but, in addition, they have lessons in practically-oriented subjects like metalwork, woodwork or home economics, which prepare them for the transition to adult and working life.

At the end of the three-year course, a diploma is awarded testifying the completion of the complementary classes.

Statistics 1987-88

Primary and Complementary

	Public	Private
Pupils (primary)	23,164	
(complementary)	1,473	
Schools	+/–150	
Teachers	1,762	

Source: Courrier de l'Education Nationale. Annuaire Statistique. Année Scolaire 1987-88.

5. Secondary Education

Pupils must attend some form of full-time secondary education for at least three years after completing six years of primary education, covering the age range 12 to 15.

To be admitted to the first year of secondary education, pupils must sit an entrance examination comprising tests in French (dictation and language exercises), German (dictation and language exercises) and arithmetic.

There are two main categories of post-primary education in Luxemburg:

- general secondary education;
- technical secondary education.

5.1 General Secondary Education

General secondary education is provided in *Lycées*. It covers seven years of study and is divided into two stages - lower and upper. The lower stage lasts three years and completes compulsory education. It comprises the orientation class (*la classe d'orientation*), class 6 (*la classe de sixième*) and class 5 (*la classe de cinquième*).

According to the law of 10 May 1968, general secondary education, on the basis of a general in-depth education, essentially prepares young people for university-level studies.

Since the above-mentioned law, with few exceptions, the school week covers 30 lessons, each lasting 50 minutes.

Lower Stage

Curriculum

The curriculum includes religious education and ethics, French, German and English, history, philosophy, political economics, civics, mathematics, biology, geography, physics, chemistry, art, music, physical education and the new information technologies.

In the orientation class, the curriculum is the same for all pupils. Language teaching covers Luxemburgish, French and German. At the beginning of class 6, pupils choose between classical education, including the study of Latin, and modern education including the study of English.

For languages, teaching is essentially in the language itself, but for other subjects, the teaching language is German in the lower stages of secondary education and French in the upper stages, except for mathematics which is always taught in French.

Assessment

There are no end of year examinations. Pupils are judged on the basis of continuous assessment throughout the three years.

Pupils who have successfully completed the nine years of compulsory education receive a certificate attesting that they have completed compulsory education.

Successful pupils may also continue to the four years of the upper stage leading to a secondary school leaving certificate which gives access to university education.

Upper Stage

With the Act of 4 September 1990, the upper stage of general secondary education has been reorganized.

Curriculum

According to Article 47 of the new law, at the beginning of the comprehensive cycle (4th and 3rd classes) of upper secondary education, pupils choose either the

arts division or the sciences division: the main difference is the mathematics course.

Within the two general divisions, pupils choose between pre-specialization options.

Pupils in classical education (with Latin) can study a fourth language from the 4th class, in which case they can opt for shorter Latin studies.

At the beginning of the specialization cycle (second and first year) of upper secondary education, pupils opt for one of the following sections:

Classical education

a) arts division
- Latin - languages (A1),
- Latin - human and social sciences (A2),
- Latin - art,
- Latin - music.

b) sciences division
- Latin - mathematics - physical sciences (B),
- Latin - mathematics - natural sciences (C),
- Latin - mathematics - economic sciences (D).

Modern education

a) arts division
- foreign languages (A1),
- foreign languages - human and social sciences (A2),
- foreign languages - arts (E),
- foreign languages - music (F).

b) sciences division
- foreign languages - mathematics - physical sciences (B),
- foreign languages - mathematics - natural sciences (C),
- foreign languages - mathematics - economic sciences (D).

When the number of lessons per week by section is below 30, pupils have to choose one or several additional optional courses of 1 to 2 lessons per week to reach a minimum of 30 and a maximum of 31 lessons per week.

The curriculum of classical and modern secondary education includes the following:

religious and moral education, moral and social training, French language and literature, German language and literature, English language and literature, a fourth foreign language, history, philosophy, civics, mathematics, new information and communication technologies, biology, geography, physics, art, music, physical education.

Classical secondary education also includes Latin and Greek language and literature.

Assessment

There are no end-of-year examinations during the first three years of the upper stage; again, pupils are judged on the basis of continuous assessment.

However, at the end of the final year of secondary education (*classe terminale*), pupils have to take the secondary school leaving examination (*examen de fin d'études secondaires*). Candidates are examined on the subjects studied during their final year in the secondary school.

Successful candidates are awarded the secondary school leaving certificate, specifying the department of study and the relevant sections and options.

5.2 Technical secondary education

Technical secondary education is provided in Technical *Lycées*. It comprises three stages:
- a stage of observation and orientation of three years, starting after six years of primary education;
- an intermediate stage of two or three years, comprising a full-time technical course and technician's training course, and a part-time vocational course additional to an apprenticeship;
- an upper stage of two years, providing in-depth vocational training and preparing for higher technical studies and higher education.

The stage of observation and orientation completes compulsory education.

According to the law of 21 May 1979, technical secondary education prepares for working life by ensuring pupils receive a general, social, technical and vocational education, as well as for further technical education.

Observation and Orientation Stage

Curriculum

In the 7th class (*classe de 7e*), the curriculum is essentially the same as for general education. This class is meant to deepen the pupil's general training. The curriculum is based on languages, mathematics, natural and human sciences, artistic, musical and physical education.

In the 8th class (*classe de 8e*), there are two pedagogical streams, that is, one class with a technical orientation and the other with a vocational orientation. These classes are distinct not in relation to their basic curriculum but rather with regard to general orientation and the importance given to the different subjects.

In the 9th class (*classe de 9e*), the curriculum includes optional branches (commercial sciences, natural sciences, chemistry, arts and crafts, electricity, mechanics), allowing pupils to choose an orientation suited to their preferences and abilities towards the different divisions of the intermediate stage. Pupils also follow an introductory course in the new information technologies.

The 9th class is organized in three pedagogical streams.

Assessment

At the end of the observation and orientation stage, all pupils receive a certificate attesting the end of compulsory schooling. For those who have successfully completed the 9th year, this certificate indicates success in the observation and orientation stage.

Pupils who are not successful at the end of the 9th class may retake the year or follow vocational initiation and guidance courses organized by the Ministry of Education in specialized centres.

As with general education, there are no end of year examinations and pupils are judged on the basis of continuous assessment throughout the three years.

Pupils who are successful in stream I can enter the technical intermediate cycle. Those in stream II can enter the vocational intermediate cycle (technical and theory) or in stream III the vocational intermediate cycle (technical and manual).

Intermediate Stage

The intermediate stage lasts 2 or 3 years (10th, 11th and 12th classes - *classes de 10e, 11e et 12e*). It includes 3 sections: technical section, technician's training course, and vocational section.

Curriculum and assessment

During the 10th and 11th class, all pupils follow general education - religious or moral education, English, French, third language, mathematics, chemistry, physics, contemporary society, and physical education - in all three sections. Vocational and practical education varies according to the section chosen.

In the vocational section, pupils are prepared for a profession: through parallel practical training in a firm under an apprenticeship contract and a theoretical training course. For certain professions, practical, training may take place partly in school. A distinction can be made between:
- industrial apprenticeship;
- art and craft apprenticeship;
- commercial apprenticeship.

Studies lead to a certificate of technical and vocational proficiency (*CATP*), which allows the holder access to working life. The theoretical part of the end-of-apprenticeship examination takes place at the end of the 11th class, the practical part at the end of the 12th class.

In the technical section and the technician's training course, pupils are prepared for certain professions through two years of full-time schooling. The third year of this training is basically practical in nature.

The pupil can choose between the following branches:
- arts and crafts and industrial training (with sections for building, mechanics, electrotechnology, machine tools and chemistry);
- paramedical and social studies (pre-training of nurses and special education instructors);
- administration and commerce;
- hotel and catering;
- agriculture;
- civics.

There are 33 to 36 lessons per week in the 10th and 11th classes and 36 to 39 in the 12th class.

Success in the 10th and 11th classes of the technical section and the technician's training course is equivalent to the theoretical part of the *CATP*. After the 11th year, pupils can choose between two forms of training:

- complete the practical apprenticeship in a firm and at school - after a year, they can take the practical part of the *CATP*;
- attend the upper stage of secondary technical education.

Upper Stage

The upper stage consists of two years' full-time education in the administrative division (business administration or secretarial studies), the general technical education division or the technician's division (arts and crafts, industrial training, hotel and catering and agriculture).

There are usually 33 to 36 lessons per week.

The upper stage leads to either a technical secondary education leaving certificate which gives access to higher education, or a technician's certificate.

Statistics 1987-88

		Public	Private
Pupils	(general)	7,206	500
	(technical)	12,769	2,021
Teachers		1,977	
Schools	(general)	8	
	(technical)	14	

Source: Courrier de l'Education Nationale. Annuaire Statistique. Année Scolaire 1987-88.

6. Initial Vocational Training

Outside technical secondary education and apprenticeship, young people have access to training courses organized within the context of continuing vocational training. The latter is organized by the Ministry of National Education and Youth, professional chambers, communes and recognized private associations.

There are principally three types of training courses:

- Practical training courses for pupils leaving complementary classes: these are intended for young people who have failed at school and cannot have access to vocational education and apprenticeship. They last from 6 months to 1 year and consist mainly of workshop training in a specific occupational sector, together with remedial general education. They lead to an attendance certificate.
- Vocational orientation and initiation courses (*COIP*), for young job-seekers with no qualifications. The accent is mainly put on personal development, information, orientation, motivation to follow a training course, and job-seeking techniques. The *COIP* may include in-firm training. Around 300 young people are involved each year.
- Specific training courses run in collaboration with German training organizations. These courses vary in length depending on the activity concerned: assistant storekeeper 621 hours, 240 of which in a firm; engine drivers 22 weeks; nature and environmental protection 45 weeks; robotics 45 weeks; waste recovery and water treatment 24 months. All training courses comprise a theoretical and a practical part (on the spot or in a firm) divided between the continuing training centre in Luxemburg and the German training centre. The courses are set up specifically in connection with the requirements of firms on either side of the border. Some tens of young people are involved each year.

The continuing training centres also provide 8 hours of training each month for young people on training courses in firms: civics and social education; work psychology; introduction to new technologies; relations with the authorities.

133

NETHERLANDS

Netherlands

1. Responsibilities and Administration 151

2. Pre-school Education 152

3. Compulsory Education 153

3.1 Primary Education 153

3.2 Secondary Education 154

3.2.1 Pre-university education (*VWO*) 155

3.2.2 General Secondary Education (*AVO*) 155

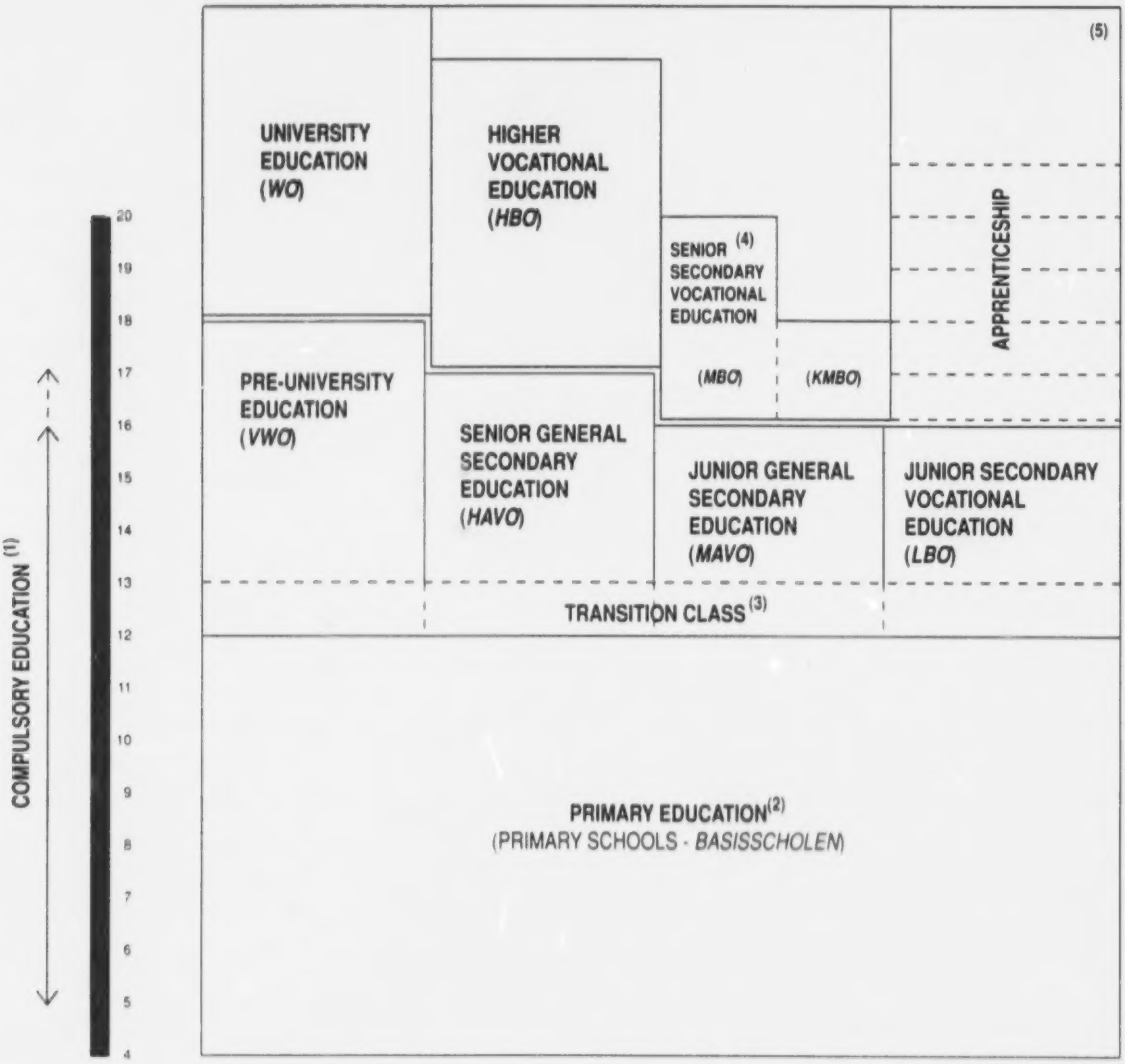
3.2.3 Secondary vocational education (*BO*) 156

4. Part-time Compulsory Education/Training 158

4.1 Apprenticeship training 158

4.2 Other provision 158

NETHERLANDS



1. Compulsory education lasts either 12 years full-time (5 to 17) or full-time from 5 until the end of the school year in which the pupil has reached the age of 16 followed by one year of part-time compulsory education.
2. Separate pre-school education does not exist formally in the Netherlands. Primary education lasts for eight years - 4 to 12 (compulsory from 5). Provision for children below four is the responsibility of the Ministry of Welfare, Health and Cultural Affairs.
3. The transition class is the first year of secondary education and facilitates progression to the second year of more than one type of school.
4. Senior secondary vocational education provides 4-year courses (*MBO*) and 2-year courses (*KMBO*) which can lead either to *MBO* or to advanced apprenticeship.
5. Apprenticeship training lasts 2 to 3 years and advanced apprenticeship 1 to 3 years.

= not described in the text.
= division in the level/type of education.
= alternative beginning or end of level/type of education.

1. Responsibilities and Administration

The Dutch Constitution and related laws emphasize that there should be freedom of education at all levels. Since this philosophy of freedom and liberty has a long tradition in Dutch history, today's education system in the Netherlands is determined by the parallel existence of public and private educational institutions. Public institutions are run either by the State or the local authorities. (There are no provincial schools in the Netherlands).

Private education comprises all forms of education which are the result of private initiative, run according to religious or non-religious principles.

70% of all schools at primary level and 80% of all schools at secondary level are private institutions.

Public and private schools are financed according to the same criteria. This means that all private schools are eligible for maintenance from State funds, provided they comply with certain statutory conditions relating to their establishment and operation. Qualifications obtained in public and private schools are of equal value and validity.

The overall responsibility for the differentiated public-private education system lies with the Ministry of Education and Science and the legislative power of the Netherlands Parliament. Laws, decrees and regulations on compulsory subjects, examinations etc. issued by either of the central powers are binding on both the private and the public system. However, there are no regulations on the religious, political and didactic aspects of the teaching in new or existing schools.

Inspection

The main instrument for the monitoring of both systems and for the maintenance of standards is the Central Government's Inspectorate, headed by the Inspector General.

Under the Constitution, the inspection of schools must be regulated by law. Existing educational legislation places the responsibility for inspection with the Minister of Education and Science for all sectors of education and their educational establishments.

The Inspectorate is subdivided into six chief inspectorates responsible for the following: primary education and special education; general secondary education and junior secondary vocational education; senior secondary vocational education and education and training for young workers; adult education; higher vocational education, teacher training courses and university education; and special services, minority language and culture teaching, and the educational support structure.

This organizational structure largely corresponds to the subdivision of the Ministry. Most of these categories are each subdivided into three districts covering the entire country. Each district is headed by a coordinating inspector.

The reorganization of the Inspectorate was completed in January 1990. The total of 560 inspectors, specialist staff and administrative staff was reduced to 493.

The main responsibilities of the Inspectorate, as laid down in existing and draft legislation, are:

- to ensure compliance with statutory regulations;
- to keep up to date with the educational situation by visiting schools;
- to promote the development of education, through consultations with the competent authorities, the staff of schools and the regional or local authorities;
- to report to and advise the Minister.

The Inspectorate for Higher Education is, in addition, responsible for organizing and providing administrative support for review committees.

Advisory and consultative bodies

Both education policy and its practical implementation are the result of collaboration in the form of a system of advisory and consultative bodies.

There are advisory councils for every sector of education. It is their job to provide expert advice on the policy to be developed by the Government and the Minister. The members of the advisory councils are appointed by the Minister. They usually come from the education field but are not responsible to any particular organization.

The Minister also asks for recommendations on the social and economic aspects of education from the Socio-Economic Council, which is a Government advisory body. Secondly, the Minister is advised by smaller advisory groups on specific projects designed to introduce change in education. Their job is more limited than that of the advisory council.

The Minister is not bound to follow the advice he is given. (Recommendations are in principle made public.) Final decisions can only be rescinded by Parliament.

2. Pre-school Education

Since 1 August 1985, separate pre-school education does not exist formally in the Netherlands.

However, there are playgroups or crèches for children below four years old, which are run privately or managed and supervised by the local authority, and these are under the responsibility of the Ministry of Welfare, Health and Cultural Affairs.

3. Compulsory Education

Compulsory schooling in the Netherlands starts at the age of five and is completed either:

- after 12 years of full-time compulsory education (8 years in primary (*Basisonderwijs*) and four years in secondary education);
- or, at the end of the school year in which the pupil has reached the age of 16.

The pupil must then attend one year of part-time compulsory schooling - that is, one or two days per week in an institute for part-time education.

The part-time compulsory education of one day per week applies for young people who have concluded articles of apprenticeship for training as part of their apprenticeship.

3.1 Primary Education

Primary education lasts for eight years (4 - 12) and is offered in primary schools (*Basisschool*) which may be communal or privately maintained. Many of the private institutions are denominational.

Primary education in the Netherlands is completely free of charge, regardless of the character and status of the educational establishment.

Public and private primary schools must be treated equally with regard to funding. Public institutions which are legally bound to comply with the standards and other rules laid down by law, and private schools which choose to comply with the same requirements and conditions, are financed, as long as they do so, from public funds according to the same criteria.

Primary education is regulated by law in the Primary Education Act, a framework act containing:

- general guidelines on the teaching arrangements;
- great stress on the individual responsibility of those involved;
- detailed regulations for a highly standardized system of financing;
- a certain degree of decentralization in the implementation of the Act, with specific reference to school accommodation.

A central feature of primary education is the school workplan which schools have to draw up every two years. Within the framework of nationwide objectives, schools describe the teaching arrangements, methods and evaluation in their particular school. The Act, which came into force on 1 August 1985, gives guidelines for points of departure, design and procedures. The introduction of English as a foreign language at primary school as of 1 August 1986 is new.

The school workplan is developed in the form of a plan of activities which includes pupils' activities in relation to a particular subject, together with the duties of the teaching staff.

The plan of activities is organized in such a way that pupils may receive at least 3,520 hours of teaching in the first four school years and at least 4,000 hours in the last four school years (introduction from the school year 1990-91). Pupils receive a maximum of 5.5 hours of teaching per day, evenly distributed over a range of activities. The number of hours of teaching received per week by four-year-old children varies considerably, ranging between 12 and 22 hours.

On average, pupils receive at least 22 hours of teaching per week in the first four school years and at least 25 in the remaining school years, spread over 5 (or sometimes 6) school days.

The plan of activities also gives the teaching time, school holidays and other free days.

Changes in the plan of activities must be approved by the inspector.

The school day must start and finish at the same time for all pupils.

Curriculum

According to Section 9 of the Primary Education Act, the following subjects must always appear in the curriculum, if possible in an integrated form:

- sensory coordination and physical exercise,
- Dutch,
- arithmetic and mathematics,
- English,
- a number of factual subjects, which must include geography, history, science (including biology), social structures (including civics) and religious movements,
- expressive activities, which must include the use of language, drawing, music, handicrafts, and play and movement,
- self-reliance, i.e. social and life skills such as road safety,
- healthy living.

Lessons may be given in Frisian (schools in the province of Friesland *must* also teach Frisian, unless they have been granted exemption), other living local dialects or, in the case of children with a non-Dutch background, their own native language.

Section 9 also allows schools to obtain exemptions from teaching certain subjects, for example, in order to carry out specific innovations.

Assessment

Pupils are assessed on the basis of a record card system, testifying the individual pupil's progress throughout his/her school career. The practice of having to repeat a year or a class has practically been eliminated.

A differentiated system of intelligence and attainment testing in the top three classes of primary school is intended to help pupils orient their future educational career better when they transfer from primary to secondary education.

No certificates are awarded to primary school leavers. Children choose the secondary school on the basis of their results and in consultation with teachers, the head of the school and their parents.

Statistics 1987-88

Pupils	1,431,428
Teachers	84,006
Schools	8,499

Source: Zakboek Onderwijsstatistieken 1989.

3.2 Secondary education

Pupils must attend some form of full-time secondary education for at least four years (12 to 16 years old) after having completed primary education. Since 1975, those 16 year olds who do not wish to continue to attend school full-time must attend a course of part-time compulsory education for one or two days per week for one year.

The major categories of secondary education in the Netherlands are:

- pre-university education (*VWO*);
- general secondary education (*AVO*);
- vocational education (*BO*).

The Secondary Education Act (*WVO*) of 1968 contains regulations governing these forms of education and the schools at which they are provided.

In order to improve the internal cohesion of the secondary education system and postpone a final choice of school, provisions concerning the first year of secondary school (the transition class) have been made which facilitate progression to the second year of more than one type of school. It is also possible to form combined schools, which are defined in the Act as a single school community (with one school board and one head), consisting of several types of school. At least one of the schools in the combination must be a secondary school.

Admission to post-primary schools is decided on the advice of an admissions committee appointed by the competent authority of the secondary school or schools concerned. It consists of the head and at least two teachers from the secondary school concerned. Heads and teachers from primary schools may also sit on the committee. Before advising or deciding on admissions, the committee considers the report by the pupil's primary school head teacher. The most common method of testing aptitude consists in assessing the knowledge and intelligence displayed by the pupil during his/her last year, or years, at primary school. Other methods include an entrance examination, a trial period in a secondary school class and a psychological test. However, these are scarcely used, if at all.

Throughout that part of post-primary education covered by compulsory schooling, schools are open five days a week from Monday to Friday. The total number of lessons given varies between 960 and 1,280 per year, corresponding to 24 to 32 lessons per week. Every lesson lasts 50 minutes.

3.2.1 Pre-university education (*VWO*)

Pre-university education is provided at three types of school: *Gymnasium*, *Atheneum* and *Lyceum*. All three types have a six-year course, with direct entry from primary school, and prepare pupils for university entrance.

Curriculum and assessment

The distinction between the *Gymnasium* and the *Atheneum* is that the former must provide Latin and Greek courses, while it is not possible to take these subjects at an *Atheneum*, except where an *Atheneum* has been granted special permission to teach Latin. A *Lyceum* is a combination of a *Gymnasium* and an *Atheneum*, with a common first year. After the fourth or fifth years, the *Gymnasium* and *Atheneum* are divided into A and B sides. The B side in both schools have mathematics and science as the main subjects; the A side at a *Gymnasium* has classical languages and the A side at an *Atheneum* has economics and modern languages as the main subjects. Each course culminates in a leaving examination in seven or more subjects, five compulsory and two of the candidate's own choice. The five compulsory subjects are as follows:

Gymnasium A: Dutch, Greek, and Latin, one modern language (French, German or English), and history and civics or geography, or economics and law.

Gymnasium B: Dutch, Greek or Latin, one modern language, (French, German or English), mathematics, and physics or chemistry or biology.

Atheneum A: Dutch, two modern languages, history and civics or geography, and economics and law.

Atheneum B: Dutch, one modern language, mathematics, and any two of the three sciences.

The other two subjects are chosen from those listed above, on any of the four courses, together with Frisian. The curricula of these schools cover more than just the examination subjects, and there are compulsory lessons in social studies, physical education and creative art subjects. Some schools allow their pupils to take examinations in creative arts such as drawing, handicraft or music. As of August 1990, the experimental examination subjects – philosophy, Spanish, Russian, Arabic, Turkish and social studies – became regular examination subjects, Arabic and Turkish only for the *MAVO* and the *LBO*.

From 1973, it has been possible to organize *Athenea*, *Gymnasia* and *Lycea* without splitting them into A and B sides, in which case pupils have a choice of five (of four in the case of *Gymnasia*) of the seven examination subjects. Dutch is still compulsory, and pupils must include one of the three modern languages and one classical language in their *Gymnasium* leaving examination and one of the three modern languages in their *Atheneum* leaving certificate. This type of curriculum is steadily increasing in popularity.

See also Examinations below.

3.2.2 General Secondary Education (*AVO*)

General secondary education is given at junior and senior level, both with direct entry from primary school.

Junior general secondary education (*MAVO*) is a four-year course. The leaving certificate from *MAVO* school may give access to senior secondary vocational schools (*MBO*) and to the fourth year of senior general secondary schools (*HAVO*).

HAVO courses last five years and therefore complete compulsory education. The *HAVO* certificate allows holders to go on to higher vocational education.

Curriculum and assessment

Like the pre-university schools, junior and senior general secondary schools provide the broad basis for future vocational training, but at a lower level. The subjects taught are: Dutch, two or three foreign languages (French, German, English), Frisian, history and civics, geography, mathematics, physics, chemistry, biology, economics, physical education and one or more creative or expressive subjects. Additional subjects may be included. The leaving examination comprises six or seven subjects, which must include Dutch and one foreign language, the other four (or five) subjects being of the candidate's own choice from the following: the other two foreign languages, history, geography, mathematics, physics, chemistry, biology and economics.

Examinations

In pre-university and general secondary education, the examination consists of two parts:

- an internal examination.
  This is prepared and marked by the individual school and consists of oral and written tests.
- the national written examination.
  This examination is the same for all pupils of a certain type of school throughout the Netherlands. The answers to multiple-choice questions are checked by computer at the National Institute for Educational Measures. Open-ended questions, to which the pupils themselves must formulate the answer, are assessed by a teacher from their own school and one from another school.

The final grade is the average of the marks for the internal and the national examinations.

Statistics 1987-88
VWO + HAVO + MAVO

	Full-time	Part-time
Pupils	747,119	95,829
Teachers	97,065*	
Schools	1,338	

** VWO+HAVO+MAVO+LBO+MBO.*

Source: Zakboek Onderwijsstatistieken 1989.

3.2.3 Secondary vocational education (*BO*)

Secondary vocational education is provided at junior and senior level:
- junior secondary vocational education;
- senior secondary vocational education.

3.2.3.1 Junior secondary vocational education (*LBO*) plays an important part in the Dutch education system, as some 30% of young people enter it directly from primary school. All junior secondary courses last four years, the first two devoted almost entirely to general subjects and the last two to vocational training and education.

There are five main types of course at this level: technical courses (*LTO*) (including nautical education), which form the largest group; home economics courses (*LHNO*), which are attended mainly by girls; agricultural courses (*LLO*), which include agriculture, horticulture and forestry courses and agricultural technology; tradespeople's courses (*LMO*), which provide basic training for those who wish to become self-employed in the retail trade; and commercial courses (*LEAO*), which provide basic training for jobs in shops and all kinds of clerical work in banking, travel and insurance as well as work with certain government agencies.

Pupils take an examination in six or seven subjects, of two kinds: general and vocational. They must choose at least two vocational subjects. The examination is internal; a national examination can also be sat in some syllabuses for general subjects. This is then the same as for *MAVO*.

3.2.3.2 Senior secondary vocational education (*MBO*) was reorganized as of 1 August 1990, through «sector formation and innovation» (*SVM*), leading to the merging of training courses in sectorial schools or in multi-sectorial combined schools providing training programmes of varying length, level and content. Consultation with industry is one of the main features of the sectorial schools, together with increased flexibility in curriculum, management, staff policy, etc.

MBO covers 4 broad sectors:
- engineering and technology,
- economics and administration,
- social services and health care,
- agriculture.

There are 436 schools providing training to some 300,000 pupils.

MBO courses lasting 4 years are open to pupils with a leaving certificate from a corresponding junior vocational school or *MAVO* certificate in the required subjects.

Pupils take an examination in 6 or 7 subjects, or several sections, based on the requirements of the occupation. The examination is internal; there is also a national examination in some cases.

Short *MBO* courses (*KMBO*) lasting 2 years are open, without entry requirements, to all young people aged 16, or to young people aged 15 who have finished 3 years of lower secondary education, or to any young people having spent 10 years in full-time education.

KMBO courses include elements of general and remedial education, guidance, vocational preparation

comparable to the elementary phase of apprenticeship training (see below), and periods of work experience. To enable students to continue their education and training, *KMBO* courses are expected to provide suitable preparation for follow-up courses in *MBO* or advanced apprenticeship training. Both full-time and part-time provision are available.

At the end of the course, the pupil can obtain a number of certificates which together constitute a diploma.

Statistics 1987-88

LBO + MBO (before reorganization)

		Full-time	Part-time
Pupils	LBO	299,523	1,399
	MBO	295,601	203,168
Teachers		97,065*	
Schools	LBO	1,251	87
	MBO	545	593

** VWO+HAVO+MAVO+LBO.*

Source: Zakboek Onderwijsstatistieken 1989.

4. Part-time Compulsory Education/Training

As mentioned above, 16 to 18 year olds have the option of fulfilling their compulsory schooling obligation through part-time education/training: the policy is to ensure that young people stay as long as possible in the mainstream education described above or enter apprenticeship training.

4.1 Apprenticeship training

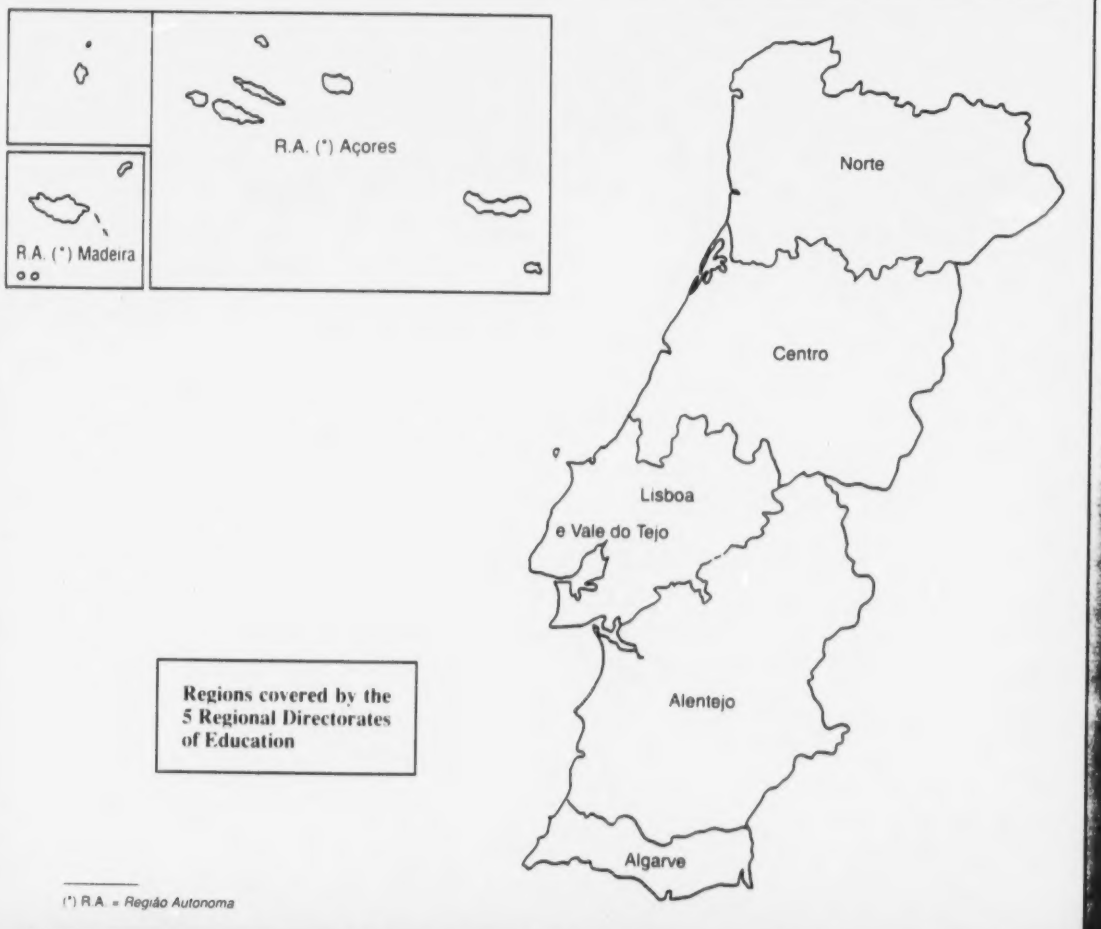
The main form of training outside vocational education is the apprenticeship system. This is provided for more than 350 occupations, organized in 31 branches, each coordinated by an independent professional/sectorial association or foundation. These 31 national bodies are federated in the *COLO* (Central organization of local training organizations). The *CORO* Foundation (Central organization of regional organizations) groups the 15 regional offices responsible for all apprenticeships in each province. The national sectorial bodies are responsible for producing training and examination syllabuses and for supervising apprentices at the workplace; the regional bodies provide an information service, guidance and counselling.

Apprenticeship training is available to young people over 16 with or without entry qualifications such as *LBO* and *MBO* certificates. The elementary phase lasts 2 years, in some cases 3 years if the trainee's level of education at entry is too low. 4 days a week are spent in the firm (or a training workshop) and 1 day in a vocational school. The school curriculum includes vocational subjects (theory and practice) and general subjects, such as Dutch, sports and personal and social development. An advanced, specialized course, lasting 1 to 3 years, is available to young people aged 18 to 19 who have successfully passed the apprenticeship examination at the end of the elementary phase.

4.2 Other provision

A training element is also to be found in the various schemes designed to provide work or work experience to unemployed young people, such as Youth Development Employment (*JOB*), Vocational Training for Youths (*BVJ*), the Youth Guarantee Plan (*JWG*) and the community job-creation initiatives (*TV*).

PORTUGAL



Regions covered by the 5 Regional Directorates of Education

(*) R.A. = *Região Autonoma*

Portugal

1. Responsibilities and Administration 163

2. Pre-School Education 164

3. Compulsory Education 165

3.1 First Cycle of Basic Education (Primary Education) 165

3.2 Second Cycle of Basic Education (Preparatory Education) 166

3.3 Third Cycle of Basic Education (General Unified Course) 166

4. Post Compulsory Secondary Education (Complementary courses) 169

4.1 Day-time regime 169

4.1.1 Academic Education 169

4.1.2 Technical-Vocational Education 170

4.2 Evening regime 171

4.2.1 Complementary upper secondary and technical education 171

4.2.2 Technical-vocational courses «after work» 171

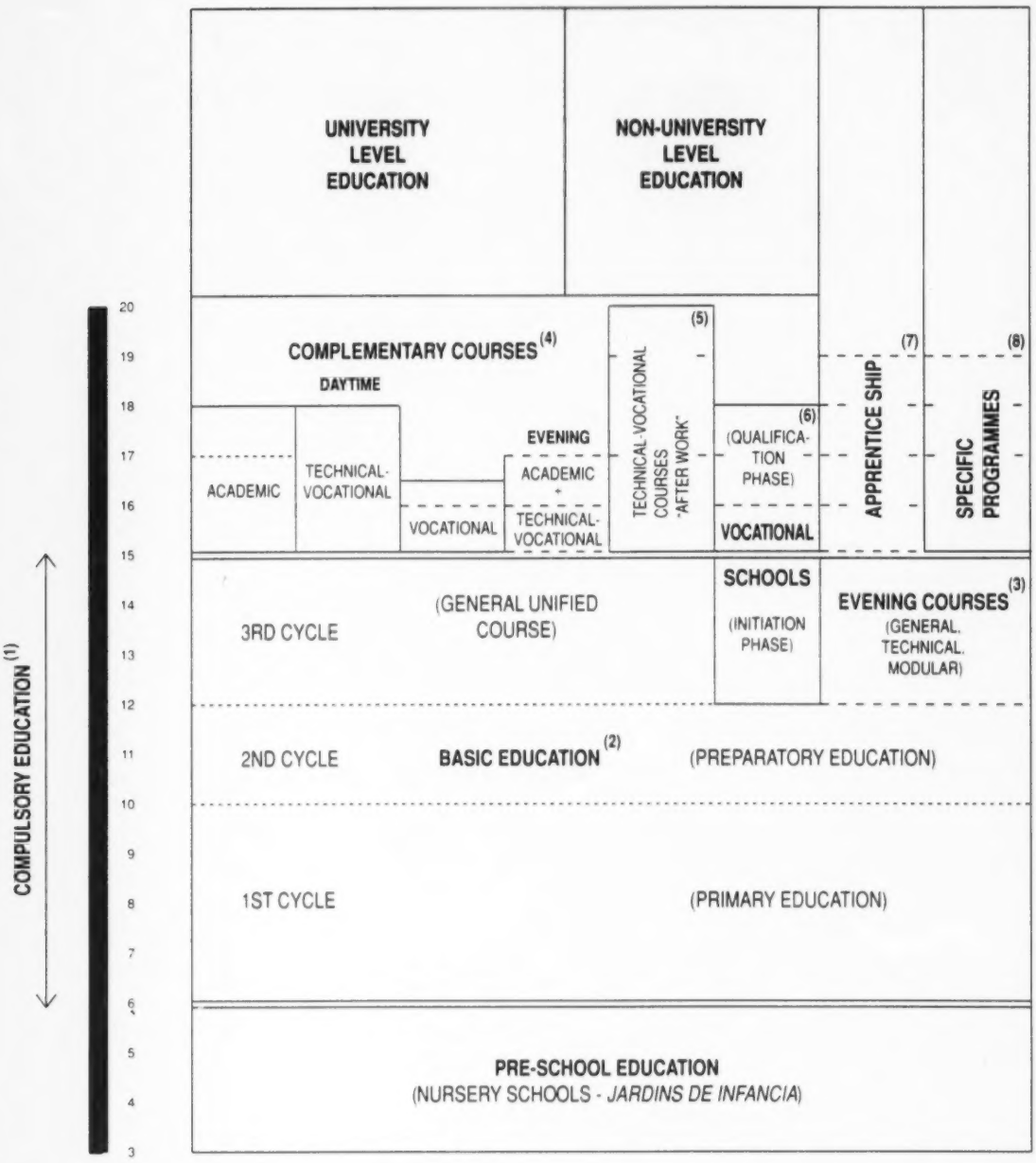
5. Initial Vocational Training 172

5.1 Vocational Schools 172

5.2 Apprenticeship 172

5.3 Specific Programmes 173

PORTUGAL



1. Until 1987, compulsory education in Portugal lasted 6 years, whilst compulsory attendance lasted until 14 years of age (ie. 8 years). The Basic Education System Law of October 1986 extended compulsory education to 9 years - applicable to pupils enrolled in the first year of basic education for the 1987-88 school year and for subsequent school years.
2. Basic Education comprises compulsory education of 9 years, consisting of three consecutive cycles of 4, 2 and 3 years respectively, and is roughly equivalent to primary and lower secondary level. The 3 cycles correspond to the former primary and preparatory education and general unified course.
3. 3-year evening courses of general or technical education for early school leavers and adults.
4. Complementary courses comprise upper secondary level 3-year daytime courses of academic or technical-vocational education for pupils no older than 18 years of age. Vocational courses within technical-vocational education comprise 1 school year and six months' work placement. 2-year evening courses of academic or technical-vocational education are provided for students older than 18.
5. Technical-vocational courses «after work» comprise evening courses equivalent to daytime technical-vocational courses extended over 5 years, leading to employment after the 4th year or higher education after the 5th year. Students may also enter employment after the 2nd year.
6. Vocational schools are run jointly by the education authorities and the social partners. They include an initiation phase of 3 years and a qualification phase of 1, 2 or 3 years, providing access to higher education.
7. Apprenticeship is accessible to young people aged 14 to 24. It lasts 1 to 4 years.
8. Specific programmes of various lengths include, amongst others, the temporary employment scheme (*OTJ*), the work-training subsidies and the integration programme (*IJOVIP*).

= not described in the text.
= division in the level/type of education.
= alternative beginning or end of level/type of education.

1. Responsibilities and Administration

Education in general, with the exception of certain institutions attached to other Ministries, is the responsibility of the Ministry of Education.

The education system is administered by:

- The central authorities, which ensure the implementation of laws passed and decisions taken by the Government and Parliament at a higher level; they also develop such additional decisions, directives, instructions and notifications as are considered necessary. In brief, their functions are design, planning, coordination and inspection. The new Framework Law of January 1987 reforms the administration of the whole education system and restructures the regional services with a view to decentralization. In accordance with the law, and in relation to the reformation of the Education Departments, new framework laws are being issued from several central bodies and services.
- The local and regional authorities, whose decision-making powers are increasing in certain areas and which deal, in particular, with implementation and management tasks.
- The educational institutions, which, whether of basic, secondary or higher education, have increasing autonomy.

Central authorities

At national level, the Ministry of Education has bodies and departments for consultation, technical management, planning and assistance, science and research, orientation and coordination of the education system, and inspection. These organizations report directly to the Minister and the Secretaries of State for Education.

At national level, the Directorates-General are:

- as regards technical and administrative back up and planning: the Secretariat-General, the Planning and Research Bureau and the Department of Financial Management;
- as regards coordination of research and development: the Institute for Innovation in Education, the National Institute for Scientific Research and the Institute for the Portuguese Language and Culture;
- as regards monitoring and supervision: the General Inspectorate of Education;
- as regards management and coordination of the education system: the Directorate-General for Higher Education, the Directorate-General for Elementary and Secondary Education, the Technological, Artistic and Vocational Education Authority (*GETAP*), the Directorate-General for Educational Extension, the Directorate-General for School Administration, the Institute for Educational Social Affairs, and the National Institute for Sports Development.

Consultative bodies

Among the consultative bodies, mention should be made of the *CNE*, or National Education Council. This body was founded in 1982, and consists of senior civil servants from the Ministry, union and employer representatives, experts nominated by the Ministry of Education and representatives of other Ministries and other civil service departments. Its task is to provide links between the activities of the various sectors of society participating in education, and to lay down educational policy.

Regional authorities

At regional level, with a view to the decentralization of the education sector, Regional Directorates of Education have recently been set up in accordance

148

with the Ministry of Education Organic Law of January 1987 and the respective decrees published in October 1989. According to this Law, the Regional Directorates of Education are «services with administrative autonomy whose purpose, from an integrated outlook, is to ensure at regional level the coordination and backup of education establishments and non-higher education establishments and the management of the respective human, financial and material resources, in accordance with policy and national objectives defined for this subsystem».

The Regional Directorates of Education will operate in cooperation with the regional branches of the General Inspectorate of Education and the branches of the Directorate-General for Sport, and in coordination with other public or private entities, particularly with local authorities, parents' associations and education administrators, students' associations and teachers' trade union associations.

Financing

The financing of education (public education) is basically provided by the Central Government - the Ministry of Education and other Ministries. At all events, local authorities have some responsibility for financing the construction of pre-school and primary (first cycle of basic education) schools, and for complementary investments (welfare, school transport).

2. Pre-school Education

Pre-school education is optional. It is provided in *Jardins de Infancia* (nursery schools) by a wide variety of State organizations (Ministry of Education, Ministry of Employment and Social Welfare, and autonomous bodies), by charitable institutions, by private and cooperative schools, and by unions and other organizations.

The public nursery schools receive children from the age of 3 years until they enter the first cycle of basic education, under the guidance of «infant monitors».

Statistics 1987-1988

	*	**
Pupils	55,900	58,100
Teachers	3,560	
Schools	2,330	1,260

* Ministry of Education.
** Other State bodies and private and cooperative schools.

3. Compulsory Education

Until 1987, free compulsory education in Portugal lasted 6 years and comprised two cycles:

- primary education: 4 years' instruction for the 6 to 9-year age group;
- preparatory education: 2 years' instruction for the 10 to 11-year age group.

The Comprehensive Law on the Education System published in October 1986 extends the duration of free compulsory education to nine years. This measure applied for the first time to pupils enrolled in the first year of basic education for the 1987-88 school year and then for subsequent school years. Basic education for these pupils now consists of three consecutive cycles of four, two and three years, respectively. They are organized as follows:

- in the first cycle, education is general;
- in the second cycle, education is divided into interdisciplinary fields of basic education;
- in the third cycle, education is organized in a comprehensive curriculum, including «vocational» fields.

The obligation to attend basic education ends at the age of 15.

3.1 First Cycle of Basic Education (Primary Education)

This is compulsory for all children who have reached the age of 6 years before 15 September of the first school year.

The school attendance rate is 100%.

The first cycle comprises four years of instruction, and is provided in basic schools with a single teacher for all subjects (sometimes with the aid of teachers of music and gymnastics).

Curriculum

The curriculum includes seven compulsory subjects: creative activities, Portuguese language, mathematics, physical and social environment, music-movement-drama, physical education, art education.

The weekly timetable covers 22 1/2 hours, spread over 5 days.

In accordance with the **Curricular Reform**, the Curriculum of the First Cycle of Basic Education (with a weekly timetable of 25 hours) will be as follows: expression and physical/motorial education-musical education-dramatic education-artistic education, environment, Portuguese language, mathematics, personal and social development or moral and religious education (Catholic or other denominations), school-based curriculum[1], complementary and optional activities.

Assessment

Pupils are assessed through a system of continuous and final assessment. They move up automatically from the 1st to the 2nd year and from the 3rd to the 4th, but the assessment on completion of the 2nd and 4th year is selective. At the end of both these stages, the final assessment is registered in the pupil's record.

Statistics 1987-88

	Public	Private
Pupils	693.579	45.155
Teachers	35.545	2.087
Schools	9.689	605

(1) To be organized and administered by the schools or school area.

3.2 Second Cycle of Basic Education (Preparatory Education)

The second cycle comprises the 5th and 6th years of compulsory schooling. All pupils who have completed the first cycle are admitted.

Preparatory education is provided for pupils normally aged 10 to 12 in preparatory schools by qualified teachers.

Although about to cease, **TV preparatory education** *(Telescola)* is still provided, solely for pupils under the school leaving age, through official and private television sets in small localities where there is no direct teaching. The lessons are received on the television, and are developed by an instructor (usually a first cycle school teacher); after each broadcast, there is a 45-minute period of explanation and practical work.

Recurrent education courses are provided in the evenings. These are intended for pupils aged over 15 and last only one year.

Curriculum

The curriculum for **preparatory education** comprises nine compulsory subjects as follows:

Portuguese, social studies (5th year), history (6th year), foreign language, natural sciences, mathematics, visual education, arts and crafts, musical education, physical education, religion and ethics (optional).

The weekly timetable covers 30 hours, spread over 5 days.

In accordance with the **Curricular Reform**, the Curriculum of the Second Cycle of Basic Education will be as follows:

Pluridisciplinary areas	Subjects
language and	Portuguese language
social studies	Portuguese history and geography foreign language
exact and natural sciences	mathematics natural sciences
technology and art	visual and technological education music
physical education	physical education
personal and social education	personal and social development or moral and religious education (Catholic or other denominations)
school-based curriculum[1]	
complementary and optional activities	

Assessment

As in primary education (first cycle of basic education), there is continuous and final assessment of the pupils. Reports are given at the end of each term. These comprise a description of each pupil's overall progress and progress in each subject, and a classification of pupils in an ascending scale of five grades in all subjects of the curriculum.

At the end of the third term, comprehensive tests are held in Portuguese, a foreign language, social studies/history, natural sciences and mathematics. The final assessment in each subject is expressed by the grade given by the Class Council in the third term of the school year, which should be an overall assessment of the pupil's work throughout the year. Pupils are considered to have passed in a subject if they obtain a grade of 3 or more at the end of the school year. In the first and second years, pupils who obtain no more than two grades below 3 are considered to have passed in all subjects.

Pupils who do not attend State schools or recognized independent private or cooperative schools with pedagogical autonomy have to take a final examination, which is set at national level.

The certificate of preparatory education is issued to pupils completing their preparatory education.

Statistics 1987-88

	Public	Private
Pupils	298,380	27,919 (day-time)
	8,227	372 (evening)
Teachers	37,109	
Schools	175*	

* plus 199 schools of preparatory and secondary education.

3.3 Third Cycle of Basic Education (General Unified Course)

This is intended for the 12 to 14-year age group, representing the 7th, 8th and 9th years of schooling. It has become compulsory for pupils who have enrolled in the first year of primary education from the 1987-88 school year.

(1) To be organized and administered by the schools.

Curriculum

The first two years consist of a common core of ten or eleven subjects. The final year - the 9th year of study - comprises ten common core subjects and a vocational option, to be chosen from among those offered by each school; a total of thirteen vocational options are provided for. The curriculum comprises the following subjects:

Portuguese, first foreign language (begun in the second cycle - preparatory education), second foreign language (begun in the third cycle - general unified course), mathematics, history, geography, natural sciences (7th year), biology (8th and 9th year), physics and chemistry (8th and 9th year), visual education (7th and 8th year), drawing (9th year), optional subject (9th year), physical education, Catholic religion and ethics (optional).

In the new curriculum, an optional area (second foreign language, musical education or technological education) will be introduced. There will also be a new area where pupils choose between ethics and religious education (Catholic or other) and personal and social development.

In the curriculum mentioned above, each lesson lasts 50 minutes. In practical subjects, lessons can be held consecutively for periods of 110 to 230 minutes.

In the 7th year, the school week comprises 30 hours, in the 8th year 31 hours and in the 9th year 26 hours, plus 4 to 7 hours' pre-vocational training of the pupil's choice. The weekly timetable is generally spread over 5 days.

There are **evening general courses** with a curriculum similar to that described above. These also last 3 years with 20 hours per week.

There are also 3-year **evening general courses in technical education** with the following options:

administration and commerce, mechanical engineering, electrical engineering, construction and civil engineering, chemical engineering, textiles, visual arts.

The core curriculum comprises the following specific subjects:

Portuguese, mathematics, foreign language, physics and chemistry, history.

The combination of specific subjects varies according to the general course which the pupil is taking.

Each lesson lasts 45 minutes. In practical subjects, lessons are held consecutively for 95 minutes without a break. The number of hours a week varies between 20 and 21 hours according to the individual courses.

In addition, there is an **evening general course organized in modular units.**

The curriculum of this course comprises general subjects and special subjects as options.

The general subjects are:

Portuguese, mathematics, foreign language, environmental sciences, social sciences and civics.

One special subject (option) is to be chosen from technology, economic/social affairs and visual arts. The optional subjects are not designed to give pupils vocational training but to improve the experience and knowledge they already have. The curriculum of each subject or option comprises a sequence of «units», each of which has specific objectives. The number of hours per week in the first, second and third years of this course are 19, 19 and 18, respectively.

Assessment

Once again, there is continuous and final assessment of pupils.

In the **day-time**, an ascending scale of 5 grades is used, and for **evening general courses** a numerical scale from 0 to 20. The pupil's final result in each subject is expressed by the grade or mark given by the Class Council in the third term of the school year, which should be an overall assessment of the pupil's work throughout the year. Pupils in the 7th and 8th year who have, respectively, no more than 3 or 2 grades below 3 in their final assessment for all the subjects move up to the next class. Pupils attending evening general courses who obtain a mark of at least 10 in the subjects they are studying may move up to the next year. Pupils who obtain no more than two gradings below 3 and who obtain at least one grading of 2 in the subjects taken each year are considered to have passed in the third year and are given a classification by the Class Council for the General Unified Course. In the case of evening general courses, a final classification is given in each subject, the classification achieved in the final year for which the subjects are studied.

In the **modular evening general course**, each subject or option is assessed unit by unit, on a scale of 0 to 20. Pupils may only be assessed for a given unit when they have passed the previous unit. The assessment comprises a written test, plus an oral test in the case of Portuguese and the foreign language. Where relevant,

the written test is accompanied by practical tests in the laboratory or workshop. Pupils obtaining a classification of at least 10 in a given unit are considered to have passed that unit. Once pupils have passed all the units in a subject in a given year of the curriculum, they are considered to have passed that subject in that year of the curriculum.

Pupils completing any of these courses are given a certificate stating the classification they have been awarded.

Statistics 1987-88

General Unified Course

	Public	Private
Pupils	331,047 (day-time) 6,578 (evening)	20,645
Teachers	45,826 *	
Schools	199 **	

* general unified course and complementary courses.
** preparatory and secondary.

4. Post-Compulsory Secondary Education (Complementary courses – *Cursos Complementares*)

Complementary courses comprise three years of education. They may be directed towards further study or towards the labour market.

As of the end of the 9th year of schooling, educational possibilities in regular education are grouped into two regimes.

- Day-time regime:
  academic education (*via vocacional*),
  technical-vocational education (*via tecnico-profissional*).
- Evening regime:
  complementary academic upper secondary course (*curso complementar liceal*),
  complementary technical courses (*curso complementares técnicos*),
  technical-vocational courses after work (*cursos técnico-profissionais em regime pós-laboral*).

As an alternative to regular education, Vocational Schools have recently been created to provide technical and vocational training for young people (see 5.1).

4.1 Day-time regime

4.1.1 Academic Education (*Via Vocacional*)

This type of education is aimed essentially at higher education and does not provide technical-vocational training. The subject area chosen by pupils determines the courses they have access to at higher level.

The 10th year of schooling is accessible to all pupils who have successfully completed the cycle of studies immediately preceding it, either the General Unified Course or the evening general course. The upper age limit for initial enrolment in the 10th year in public education establishments is 18 years (up to 31 December).

Academic education lasts 3 years and comprises:

- a two-year cycle (10th and 11th years), organized according to the subject area chosen and incorporating general education, specific education and vocational education;
- a final year (12th year), which completes the education provided in the two-year cycle.

Curriculum

The 10th and 11th years are organized around the following five subject areas:

- area A - natural sciences,
- area B - technological sciences,
- area C - economic and social sciences,
- area D - humanities
- area E - visual arts.

As mentioned above, these subject areas include three elements: general education common to all subject areas, specific education and vocational education, structured in accordance with the characteristics of the fields of activity and higher education courses at which the pupils are aiming.

General education includes: Portuguese, philosophy, a foreign language, physical education and, optionally, Catholic religion and ethics. Specific education comprises two to three subjects and vocational education three to five subjects.

The 12th year has two main objectives: preparation for entry into higher education, or vocational preparation for entry into the labour market. It is structured into two categories:

- General education (*Via de Ensino*), designed for young people intending to follow higher studies. This is organized in five courses (five groups of three subjects with a weekly timetable of 12 hours each). The choice of course is conditioned by the higher education course the pupil intends to take, which is in fact already determined by the choice of

subject areas in the 10th and 11th years. The three subjects incorporate one basic subject and two subjects to be chosen from a range of options.

- Vocational education (*Via Profissionalizante*), designed for the vocational preparation of young people in various areas of technology. Successful pupils may also follow polytechnic higher education. Vocational education is organized in courses, the choice of which is conditioned by the vocational education followed in the 10th and 11th years. Each course includes five to seven specialized technological subjects.

Assessment

The assessment of pupils' performance is the responsibility of the Class Council on the basis of proposals made by each teacher according to assessment criteria already set by the Teaching Council. At present, there is a system of continuous assessment with grades (from 0 to 20) awarded three times per year at the end of each term. Grades are given by subject, with an overall grade for vocational education in the 10th and 11th years, which takes account of the grades by subject. Pupils are considered successful as long as the grade awarded at the end of the third term is 10 or more out of 20.

Pupils who pass the 10th and 11th years of the complementary course can, upon request, obtain a certificate indicating the final grade for the course and for each subject of general education and specific education, plus the overall grade for vocational education. The certificate for the 12th year, whether of general education or vocational education, indicates the type of course, the final grade and the subjects studied.

Statistics 1987-88

	Public	Private
Pupils	146.116	9.596
Teachers	45.826*	
Schools	248**	

* general unified course and complementary courses.
** complementary courses.

4.1.2 Technical-Vocational Education (*Via Tecnico-Profissional*)

Technical-Vocational Education comprises technical-vocational courses and vocational courses.

Technical-Vocational Courses

The technical-vocational courses are aimed essentially at entry into the labour market and provide training leading to vocational qualifications at intermediate level (EC level 3). The courses last 3 years (10th, 11th and 12th years), and comprise elements of general education, specific education and technical-vocational training. These courses also afford access to university or polytechnic higher education.

Admission conditions are identical to those for academic education. The upper age limit for initial enrolment in the 10th year is 24 years (up to 31 December). Courses only run if the minimum number of participants is reached.

Depending on the type of course, the curriculum of technical-vocational education includes the same five subject areas as the 10th and 11th years of academic education. Study programmes include general education, specific education and technical-vocational training. The latter element is provided throughout the three years of the course and may cover from two to eleven subjects in each year.

Technical-vocational education leads cumulatively to a secondary school leaving certificate allowing the pupil to apply to higher education and a certificate of technical-vocational training indicating the professional qualification obtained with regard to entry into the labour market.

Statistics 1987-88

	Public	Private
Pupils	12.271	1.038
Teachers	45.826*	
Schools	248**	

* general unified course and complementary courses.
** complementary courses.

Vocational Courses

Vocational courses aim to provide young people with training leading to vocational qualifications in various sectors of activity with a view to entry into the world of work. These courses comprise school-based education lasting one school year, followed by a work placement lasting six months. All the subjects studied during the school-based part are of a vocational nature; they may vary between four and seven in number. Those pupils who successfully complete the

school-based education are given access to the work placement.

At the end of the work placement, following assessment through a vocational aptitude test, the young person is awarded a vocational training certificate. Holders of this vocational training certificate have access to technical-vocational courses after work. These last three years, and are aimed at completing general education and technical-vocational training. They lead to a secondary school leaving certificate and a technical-vocational training certificate.

Statistics 1987-88

	Public	Private
Pupils	1.614	
Teachers	45.826*	
Schools	248**	

* general unified course and complementary courses.
** complementary courses.

4.2 Evening regime

4.2.1 Complementary Upper Secondary and Technical Education (*Curso Complementar Liceal e Cursos Complementares Técnicos*)

These courses last two years and are intended for students who have passed the upper age-limits mentioned above for day-time education, or for employed students at least 18 years old.

In evening complementary upper secondary education, both the first and second years incorporate a set of six subjects, with certain subjects (Portuguese and philosophy) common to the various courses. Other optional subjects are determined in accordance with the higher courses the student is aiming at.

Evening complementary technical education can be divided into industrial, service and applied arts courses. There are particular study programmes for each course comprising general and specific subjects. The former correspond to the general education and specific education provided in the day-time courses, and the latter to technical-vocational training. Five or six subjects are studied per year.

The certificate of complementary evening upper secondary education is awarded to students who have successfully completed six subjects, including Portuguese.

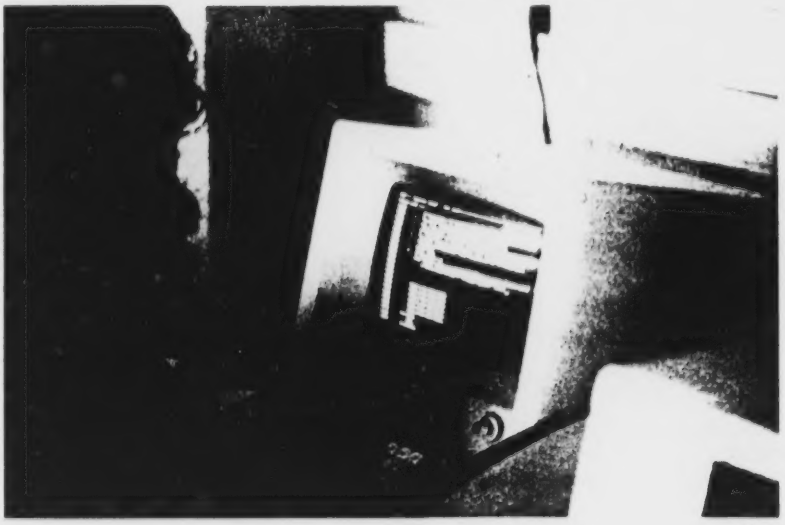
The certificate of evening complementary technical education is awarded to students who have passed in all subjects covered by their respective study programme.

4.2.2 Technical-Vocational Courses «after work» (*Cursos Técnico-Profissionais em regime Pós-Laboral*)

These courses aim to provide identical training to that provided in day-time technical-vocational courses. The structure of the curriculum is the same, but study programmes are extended over five years.

The same elements of general, specific and technical-vocational training are present. All courses are aimed at working life at the end of the 4th year and higher education at the end of the 5th year.

It is also possible for students to enter working life at the end of the 2nd year, when a certificate equivalent to that of vocational courses is awarded.



5. Initial Vocational Training

5.1 Vocational Schools

From January 1989, Vocational Schools have been progressively set up in collaboration with local economic partners. They comprise two phases:

- a vocational initiation phase for young people who have completed the 2nd cycle of basic education (6 years), or who have abandoned the 3rd cycle of basic education without completing 9 years of schooling;
- a vocational qualification phase for young people who have completed the vocational initiation phase or the 3rd cycle of basic education.

The vocational initiation phase lasts 3 years. Its objective is to develop young people, and provide them with information and guidance for the transition to active life. It leads to a vocational aptitude certificate and the certificate of the 3rd cycle of basic education (9th year of schooling).

60% to 70% of the education provided is devoted to general, social and cultural training, 30% to 40% to technical training (practical and technological).

The vocational qualification phase lasts 1, 2 or 3 years. It aims to give young people both a solid general foundation and technical-vocational training in specific fields of local interest. It leads to a qualification certificate at levels 1, 2 or 3, and is equivalent to the 10th, 11th or 12th years of school secondary education.

Courses are organized as follows:

- general, social and cultural education: 40 - 45% of the time for levels 1 and 2, 20 - 25% for level 3;
- scientific training: 15 - 20% for levels 1 and 2, 30 - 35% for level 3;
- technical training (practical and technological): 40 - 45% for level 3.

These courses lead to a vocational and school certificate guaranteed by the two Ministries responsible: Education, and Labour and Social Security. They afford access to polytechnic and university higher education.

5.2 Apprenticeship

Created in 1984 and set up in 1986, apprenticeship is the responsibility of the Institute of Employment and Vocational Training (*IEFP*). It is available to young people between 14 and 24 years of age who have completed compulsory schooling. It allows a transition to working life in the following sectors: agro-food and fisheries, metalwork industries, electronics, textiles, automobile industry, construction and public works, ceramics, shoe industry, chemical industry, services, computer industry, tourism, transport.

The apprenticeship comprises two phases:

- a vocational initiation phase for young people who have completed the 2nd cycle of basic education (6 years). It leads to a vocational aptitude certificate at level 2 and to a certificate of the 3rd cycle of basic education (9th year of schooling).
- a vocational qualification phase for young people who have completed the vocational initiation phase or the 3rd cycle of basic education. It leads to a qualification certificate at level 2 or 3, and is equivalent to intermediate modules or the 12th year of secondary education.

The apprenticeship lasts from 1 to 4 years. It comprises three blocks:

- general training, provided in vocational training centres, for 25% of the time, including Portuguese, the contemporary world and a foreign language; in the initiation phase, this also includes mathematics.
- technological training, also provided in vocational training centres, for 45% of the time. This varies according to the vocational sector and integrates basic sciences as support in technological fields, and activities simulating work situations.

- practical training is provided in an enterprise for 10% of the time in the 1st year, 25% of the time in the 2nd year, and 45% of the time in the 3rd and 4th years.

This sandwich course system covers 60 distinct occupations covered by the 13 sectors of activity.

In 1989, around 9,000 young people were enrolled in this type of training. The *IEFP* is developing the quality - vocational guidance, teaching programmes and methods, training of trainers - and the quantity of this type of training, with the aim of involving 20,000 young people in 1993.

From 1989, the *IEFP* has been progressively setting up a new system of pre-apprenticeship intended for young people who have not completed the 6th year of schooling, to enable them to acquire knowledge equivalent to this level, a vocational certificate at level 1 and preparation for working life.

5.3 Specific Programmes

Young people also have access to training activities linked to the creation of employment opportunities, in particular, the programme for the temporary employment of young people (*OJC*), which involves 16,000 young people, and work training subsidies which, in 1988, involved training 38,000 young people between 17 and 25 holding unqualified jobs, mainly in the industrial sector.

In 1989, the *IJOVIP* programme was set up (Integration of Young People into Working Life). This programme is intended for young unemployed people between 18 and 25 years of age and will last 9 months. It will provide 8,700 young people with theoretical and practical training, including training in the enterprises concerned in the sectors of agriculture, industry and the services.

UNITED KINGDOM

BEST COPY AVAILABLE

Map Legend

ENGLAND AND WALES – *Local Education Authorities*

1 NORTHUMBERLAND

2-6 TYNE AND WEAR
- Newcastle upon Tyne
- North Tyneside
- Gateshead
- South Tyneside
- Sunderland

7 CUMBRIA

8 DURHAM

9 CLEVELAND

10 NORTH YORKSHIRE

11 LANCASHIRE

12-16 WEST YORKSHIRE
- Calderdale
- Bradford
- Kirklees
- Leeds
- Wakefield

17 HUMBERSIDE

18-22 MERSEYSIDE
- Wirral
- Liverpool
- Selton
- Knowsley
- St. Helens

23-32 GREATER MANCHESTER
- Wigan
- Bolton
- Bury
- Salford
- Trafford
- Manchester
- Rochdale
- Oldham
- Tameside
- Stockport

33-36 SOUTH YORKSHIRE
- Barnsley
- Sheffield
- Rotherham
- Doncaster

37 ANGLESEY

38 GWYNEDD

39 CLWYD

40 CHESHIRE

41 STAFFORDSHIRE

42 DERBYSHIRE

43 NOTTINGHAMSHIRE

44 LINCOLNSHIRE

45 DYFED

46 POWYS

47 SALOP

48 LEICESTERSHIRE

49 CAMBRIDGESHIRE

50 NORFOLK

51 HEREFORD AND WORCESTER

52-58 WEST MIDLANDS
- Dudley
- Wolverhampton
- Walsall
- Sandwell
- Birmingham
- Solihull
- Coventry

59 WARWICKSHIRE

60 NORTHAMPTONSHIRE

61 BEDFORDSHIRE

62 SUFFOLK

63 WEST GLAMORGAN

64 MID GLAMORGAN

65 SOUTH GLAMORGAN

66 GWENT

67 GLOUCESTERSHIRE

68 OXFORDSHIRE

69 BUCKINGHAMSHIRE

70 HARTFORDSHIRE

71 ESSEX

72 AVON

73 WILTSHIRE

74 BERKSHIRE

75 SURREY

76-107 GREATER LONDON
- Westminster
- Camden
- Islington
- Hackney
- Tower Hamlets
- Greenwich
- Lewisham
- Southwark
- Lambeth
- Wandsworth
- Hammersmith
- Kensington and Chelsea
- Waltham Forest
- Redbridge
- Havering
- Barking
- Newham
- Bexley
- Bromley
- Croydon
- Sutton
- Merton
- Kingston upon Thames
- Richmond upon Thames
- Hounslow
- Hillingdon
- Ealing
- Brent
- Harrow
- Barnet
- Haringey
- Enfield

108 KENT

109 CORNWALL

110 DEVON

111 SOMERSET

112 DORSET

113 HAMPSHIRE

114 ISLE OF WIGHT

115 WEST SUSSEX

116 EAST SUSSEX

117 ISLE OF MAN

SCOTLAND – *Education Authorities*

1 WESTERN ISLES

2 ORKNEY

3 SHETLAND

4 HIGHLAND

5 GRAMPIAN

6 TAYSIDE

7 CENTRAL

8 FIFE

9 GLASGOW

10 LOTHIAN

11 BORDERS

12 DUMFRIES AND GALLOWAY

NORTHERN IRELAND – *Education and Library Boards*

1 WESTERN BOARD

2 NORTH-EASTERN BOARD

3 BELFAST BOARD

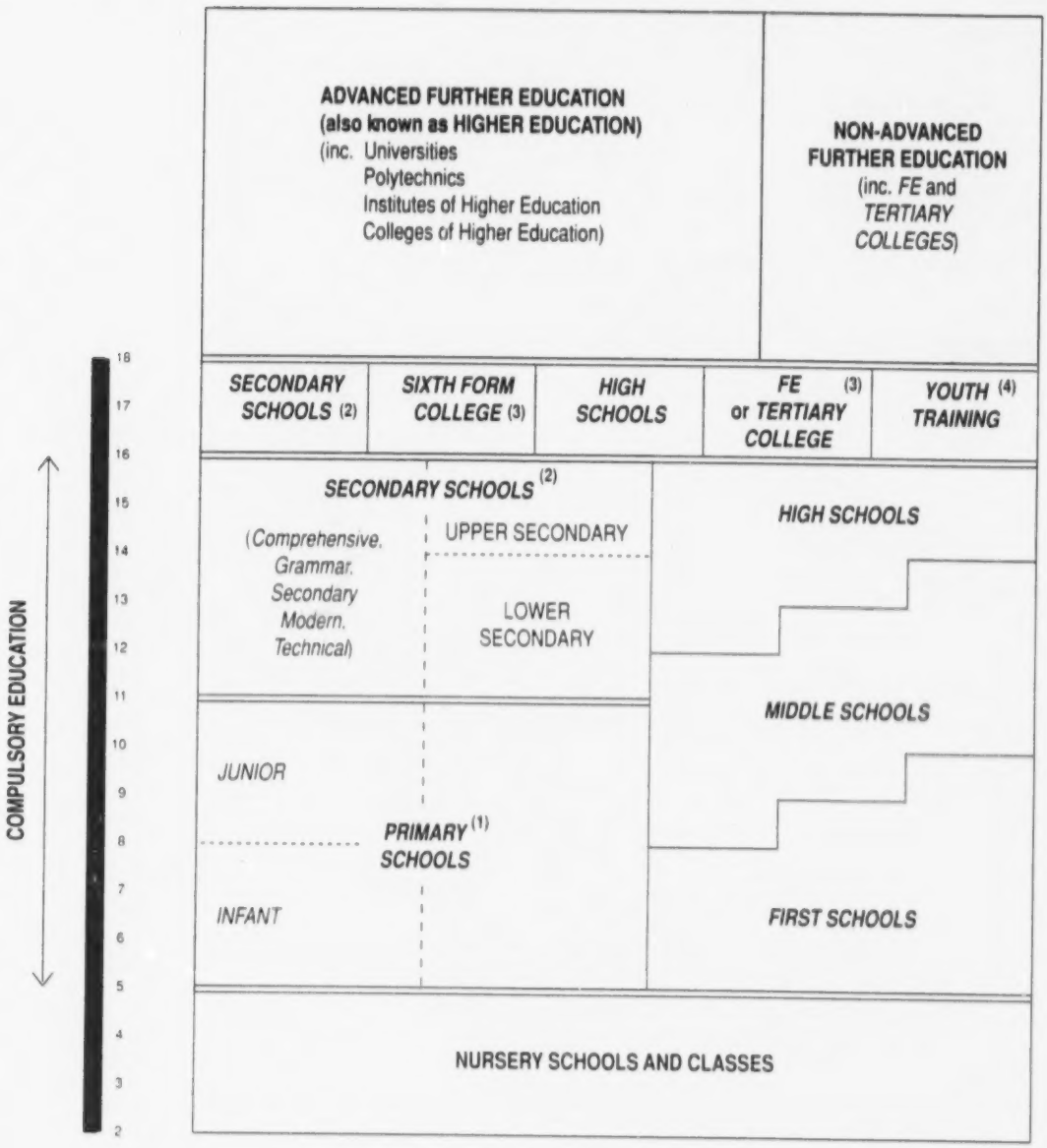
4 SOUTH-EASTERN BOARD

5 SOUTHERN BOARD

United Kingdom

1. Responsibilities and Administration 181
   1.1 England, Wales and Northern Ireland 181
   1.2 Scotland 183
2. Pre-school Education 185
3. Compulsory Education (England, Wales and Northern Ireland) 186
4. England and Wales 188
   4.1 Primary Education 188
   4.2 Lower Secondary Education 188
   4.3 Curriculum and Assessment 189
   4.4 Post-Compulsory Education (Upper Secondary Education) 190
      4.4.1 Academic Courses 190
      4.4.2 Vocational Courses 191
      4.4.3 Further education 191
      4.4.4 National vocational qualifications 192
      4.4.5 Examining bodies and their awards 192
   4.5 Youth Training 193
5. Northern Ireland 194
   5.1 Primary Education 194
   5.2 Secondary Education 194
   5.3 Curriculum and Assessment 194
   5.4 Further Education 195
   5.5 Youth Training 195
6. Scotland 196
   6.1 Compulsory Education 196
   6.2 Primary Education 196
   6.3 Secondary Education 197
      6.3.1 Lower Secondary (Compulsory) 197
      6.3.2 Upper Secondary (Post-Compulsory) 198
   6.4 Youth Training 199

ENGLAND AND WALES

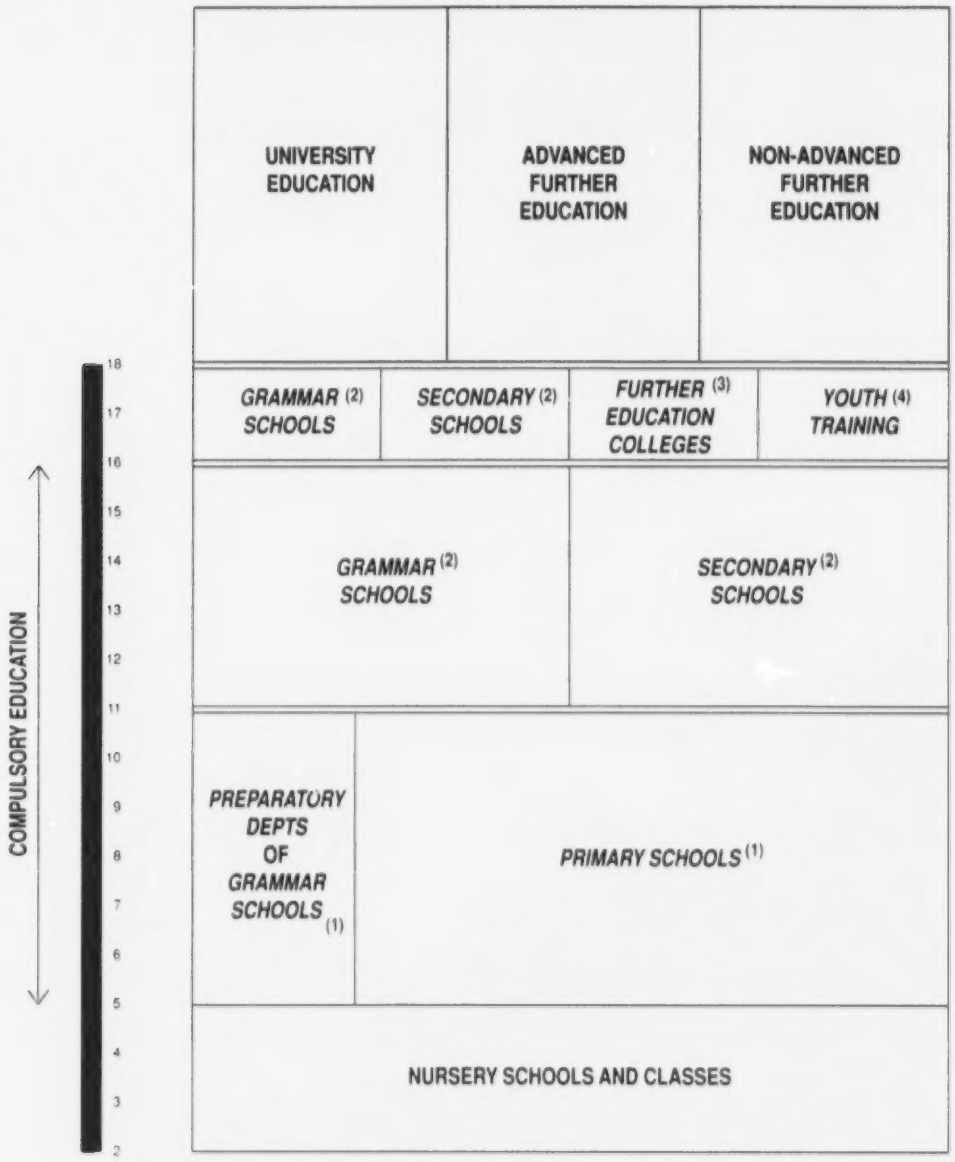


1. Two tier (*primary* and *secondary schools*) and three tier (*first*, *middle* and *high schools*) systems exist side by side according to the provision within each individual *LEA* (*local education authority*).
2. 90% of secondary pupils attend non-selective *comprehensive schools* covering the 11 to 16 or 11 to 18 age group. Most other children attend *grammar schools* for the 11 to 18 age group or *secondary modern schools* for the 11 to 16 age group. A few *LEAs* still maintain *technical schools*.
3. Classes for pupils over 16 are known as the *Sixth Form*. 11 to 16 schools are combined with *Sixth Form* or *Tertiary Colleges* for pupils over 16. Pupils may also transfer to a *Further Education College*. The *Sixth Form College* caters exclusively for those aged 16 to 19 and is subject to Schools Regulations. The *Tertiary College* shares characteristics of both the *Sixth Form* and of the *Further Education College*, and is subject to *Further Education Regulations*. All three offer a range of academic and vocational courses.
4. *Youth Training* is delivered through contracts with independent training providers (often private employers). It lasts two years, and is organized in «units of competence».

[illegible]

▭ = not described in the text.
..... = division in the level/type of education.
– – – – = alternative beginning or end of level/type of education.

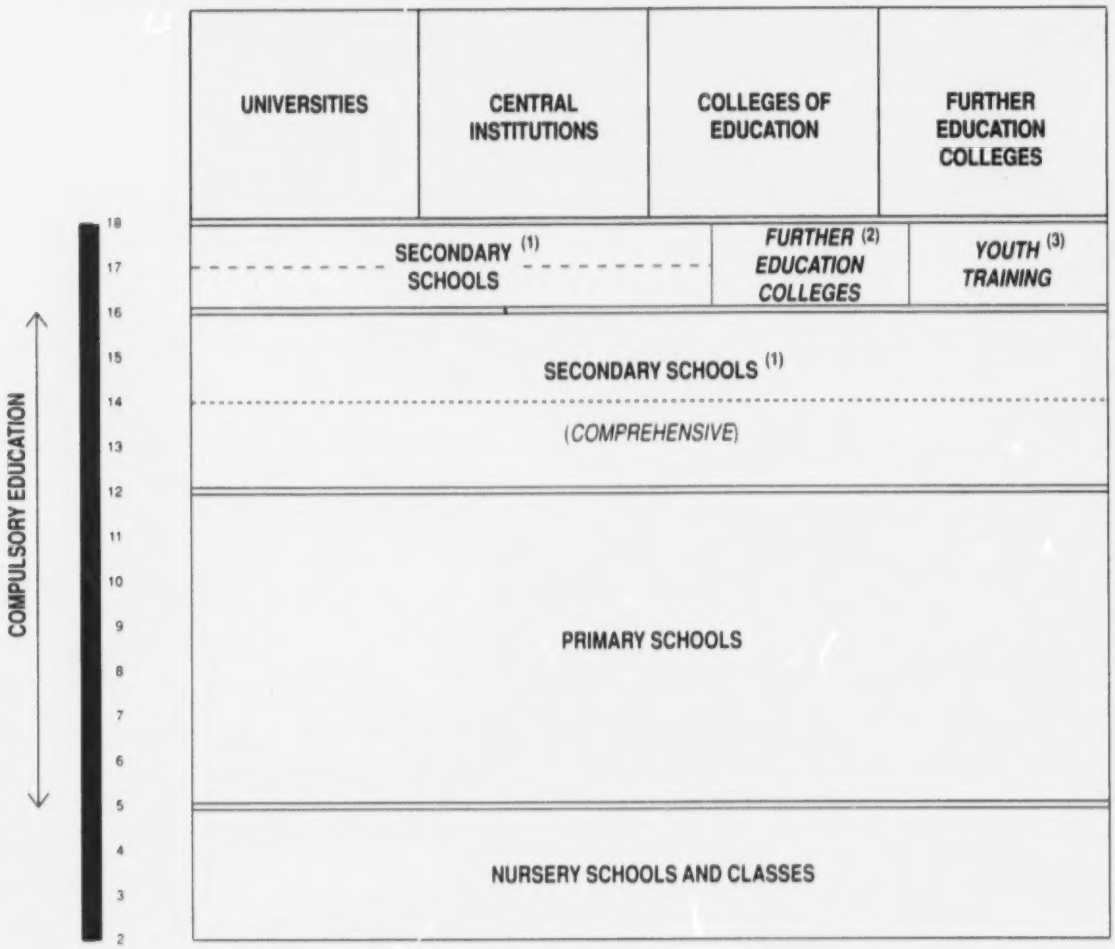
NORTHERN IRELAND



1. The majority of children up to 11-12 are educated in primary schools; some are educated in the *preparatory departments* in *grammar schools* - the latter charge fees.
2. Secondary education is at present selective. On the basis of tests, pupils go to either *grammar schools* or *secondary schools*. Both provide a similar range of courses. *grammar schools* for the 11 to 18 year olds. *secondary schools* for the 11 to 16 year olds (some *secondary schools* offer post-16 opportunities). The selective system will be phased out under the Education Reform (Northern Ireland) Order 1989.
3. *Further education colleges* provide a range of academic and vocational courses for persons over compulsory school age.
4. *Youth Training* is provided by *Training Centres*, *Community Workshops* and *FE Colleges*. It lasts 2 years.

= not described in the text.
= division in the level/type of education.
= alternative beginning or end of level/type of education.

SCOTLAND



1. 99% of Scottish education authority secondary schools are *comprehensive schools* offering all types of courses to pupils of all abilities. 90% provide 6 years of education (4 years of compulsory and 2 years of optional secondary education). Pupils may leave at 16. Examinations usually taken at age 17 provide access to tertiary education.
2. *Further education colleges* offer courses in academic and vocational subjects from craft to degree level. They accept pupils currently attending secondary school for some courses. *FE colleges* also provide courses for the «off-the-job» component of the *Youth Training* scheme.
3. *Youth Training* is delivered through contracts with independent training providers (often private employers). It lasts two years, and is organized in «units of competence».

▭ = not described in the text.
- - - - - = division in the level/type of education.
— — — — = alternative beginning or end of level/type of education.

1. Responsibilities and Administration

In the UK, regardless of whether it is England, Wales, Northern Ireland or Scotland, education is characterized by its decentralized nature. Responsibility for different aspects of the service is shared between central government, local government, the governing bodies of educational institutions and the teaching profession.

Moreover, there are variations, particularly with regard to organization, administration and control of schools, between the education systems for England, Wales and Northern Ireland, and there is an education system for Scotland, subject to independent legislation. In many cases, the educational terminology and the designation of educational institutions are also different. For clarity, the descriptions which follow are arranged to outline the system as it applies to England and Wales, followed by any relevant differences for Northern Ireland; differences in primary and secondary education are described in a separate section. Except where indicated the Scottish system is described separately.

1.1 England, Wales and Northern Ireland

Central Government Departments

The **Department of Education and Science** (*DES*) is responsible for all aspects of education in England, and for the Government's relations with and support for universities throughout the UK. **The Welsh Office** (*WO*) is responsible for non-university education, and is consulted about university education in Wales. The **Department of Education for Northern Ireland** (*DENI*) has full responsibility for non-university education in Northern Ireland, and is consulted about university provision in the province.

In general terms, it may be said that the central authorities:

- determine national aims and formulate national policy, including the core curriculum and assessment of pupils of statutory school age;
- commission research and support work on the development of the school curriculum and public examinations;
- set minimum standards of educational provision.

Central authorities neither provide nor administer schools or colleges, but they have the power to intervene if individual local authorities or schools are not discharging their duties satisfactorily. Central authorities also have at their disposal important means of influence and control, particularly with regard to the allocation of resources - for example, by granting authority to borrow money for school building programmes, and by awarding *Grants for Education Support and Training* for specific purposes.

Current expenditure incurred by *local authorities* (including teachers' salaries) is met partly by the *Rate Support Grant* from Central Government and partly by income from the *Community Charge* and charges for *local authority* services. The actual amount of *Rate Support Grant* received depends on the Government's assessment of the *authority*'s expenditure needs as compared with its locally-raised income.

In **Northern Ireland**, the five *Education and Library Boards* have statutory responsibility for provision of services equivalent to the *local education authorities* (*LEAs*) in England and Wales, although their expenditure is 100% grant-aided by *DENI*. *DENI* currently pays teachers' salaries for all schools, further education lecturers etc. as a matter of administrative convenience.

Inspection

All educational institutions receiving grants from public funds, including university teacher training de-

partments, are subject to inspection. There are separate *Her Majesty's Inspectorates* (*HMI*) for England, Wales, Northern Ireland and Scotland. They report directly to the Central Government Departments on the provision of education in schools and colleges and they can advise the Secretaries of State on any relevant educational topic. They can also advise individual schools. *HM Inspectorates* are headed by a *Senior Chief Inspector* or a *Chief Inspector*. Most individual inspectors exercise their responsibilities within specific educational administration areas; national responsibility for each subject is held by a senior (Staff) inspector. There are approximately 600 *HM Inspectors* in the UK.

Local government

In the decentralized system, the provision of *maintained school* education and most post-school education outside the universities is the responsibility of local government. There are 117 *local education authorities* (*LEAs*) in England and Wales, and five *Education and Library Boards* in Northern Ireland. *Local authorities* (Counties, Metropolitan Boroughs and London Boroughs) are legally required to appoint an *Education Committee* comprising at least 50 per cent of elected members of the *authority* and the remaining members, usually co-opted, are chosen for their specialist experience and expertise in particular fields of education. The *Education Committee* carries direct responsibility for the provision, administration, maintenance and functioning of schools and colleges, and the employment and management of teachers, the supply of equipment and materials and, in England and Wales, the provision of grants to students proceeding to further and higher education.

The day-to-day administration of education in each *LEA* area is in the hands of a *Chief Education Officer*, who is assisted by a number of professional and technical staff and advisers.

Local authority schools cater for 94-99.7 per cent of the total school population in the UK [1]. Administratively, they fall into two categories in **England and Wales**: *county schools*, established and run by *LEAs*, and *voluntary schools*, financially maintained by *LEAs* but established by other bodies, usually religious - the Church of England, the Roman Catholic Church and certain other denominations. About 30 per cent of *maintained schools* are *voluntary schools*.

In **Northern Ireland**, there are also two main categories of school: *controlled schools*, owned and managed through *Boards of Governors* by the area *Education and Library Boards* and having all their expenditure met from public funds; and *voluntary schools*, which are established by voluntary bodies (including the main churches) both Protestant and Roman Catholic and managed by *Boards of Governors*. It is government policy to encourage integration between Protestant and Roman Catholic schools where there is a local desire for it.

School *governing bodies*

Recent legislation in **England and Wales** (the Education (No 2) Act 1986 and the Education Reform Act 1988) requires *governing bodies* of *maintained schools* to be more representative of their local communities, and extends their responsibilities. For example, they have more power in relation to the appointment and dismissal of staff (the head teacher in particular). Governors' financial responsibilities are also increasing. The 1986 Act required *LEAs* to delegate a small sum for certain school expenditure; under the 1988 Act, the *governing bodies* of all maintained secondary schools and of primary schools with more than 200 registered pupils will be delegated a budget to cover most of the school's running costs. *LEAs*' delegation schemes, which must be approved by central government, came into operation from April 1990, and will be phased in over three years. With the *LEA* and the head teacher, the *governing body* is jointly responsible for delivering the national curriculum. (See also Curriculum and Assessment below). In practice, much of the detailed management of a school may be delegated by its *governing body* to the head teacher.

The Education Reform (**Northern Ireland**) Order 1989 reflects many of the provisions of the Education Reform Act 1988 for England and Wales (and also includes some important provisions which are particular to Northern Ireland). For example, responsibility for the financial management of secondary schools will be delegated to their *Boards of Governors*. This may be extended to primary schools in due course.

Grant-maintained schools

A new category of school was created by the Education Reform Act 1988 - the *grant-maintained school*.

(1) 94 per cent at *maintained schools* in England, 99.7 per cent in *grant-aided schools* in Northern Ireland - *voluntary schools* managed by their own Boards of Governors and *controlled schools* managed by the Education and Library Boards.

Any *LEA-maintained school* can, following a secret postal ballot of parents, apply to opt out of *LEA* control and become funded directly from central government. *Grant-maintained schools* are funded at the same level as they would have been had they remained with their *LEA*. By 14 November 1990, 68 schools had voted for applying for *grant-maintained* status and the Secretary of State had approved 56 applications for grant-maintained status, of which 44 were incorporated with effect from 1 September 1990.

Independent schools

Non-maintained sector schools (*independent schools*) receive no grants from public funds but are financed from fees and endowments. They must be registered with the appropriate central government education department, which can require them to remedy features in their premises, accommodation or instruction. They are also open to inspection by *Her Majesty's Inspectorate*. Private institutions charge fees for pupils and students of all ages. There are very few independent schools in **Northern Ireland** and they do not cater for a significant part of the school population.

In accordance with Sections 17(6) and (7) and 35(4) of the Education Act 1980, the Secretary of State has set up the *Assisted Places Scheme* to give academically able children the opportunity, irrespective of parental income, to attend one of the participating independent schools. The scheme works on the basis of parental income-related fee remission. The participating schools are chosen on the basis of proven academic merit and curriculum breadth. In the 1989-90 school year, there were 278 schools in the scheme in England, offering some 33,000 assisted places.

A similar scheme is in operation in **Scotland** under the Education (Scotland) Act of 1981. There are 59 participating schools with some 2,800 pupils. In Scotland, the *Assisted Places Scheme* is seen as an extension of parents' right to choose schools and there is no reference to academic merit as in the Education Act for England and Wales.

Consultative bodies

Education policy in the UK is also influenced by the work of a wide range of consultative bodies providing advice for central government departments as well as local authorities. For **England and Wales**, three new bodies have particular responsibilities for the curriculum and for examinations and assessment: the *National Curriculum Council*, the *Curriculum Council for Wales*, and the *School Examination and Assessment Council*. There is a separate *Northern Ireland Curriculum Council* and a *Northern Ireland Schools Examination and Assessment Council*.

1.2 Scotland

Responsibility for provision

Public sector education in Scotland is a partnership between central and local government. The Secretary of State for Scotland is responsible to Parliament for the overall supervision and development of the service, through the **Scottish Office Education Department** (*SOED*). Amongst many other functions, the Department controls the standard and cost of educational buildings and issues guidance on such matters as curricula and teaching methods. The Scottish consultative bodies which, with the inspectorate, advise the Secretary of State on curricular matters are the *Scottish Consultative Council on the Curriculum*, the *Scottish Examination Board* and the *Scottish Vocational Education Council*.

In Scotland, most of the schools supported from public funds are provided by education authorities and are known as public schools (in England this term is used for a type of independent school). Education authorities also make provision for further education for students aged 16 and over in further education colleges. Non-university higher/advanced education is provided in *central institutions* and *colleges of education*, which receive grant-in-aid direct from the *SOED*. The universities come within the remit of the UK Department of Education and Science but the Secretary of State for Scotland is consulted on the affairs of the Scottish universities.

School Boards

On 15 November 1988, the School Boards (Scotland) Act 1988 received Royal Assent. The law requires that education authorities establish a *School Board* for each school (except nursery schools) under their management. The *Boards* comprise elected parent and staff members and other co-opted members of the local community. A nominee of the education authority's *Director of Education* and the local *Regional* or *Islands Councillor* also have the right to

attend *Board* meetings and to speak, and the head teacher of the school is the *Board*'s chief professional adviser. *Boards* have basic powers which are broadly consultative and will be able to take on further responsibilities by delegation from their education authorities. *Boards* will not, however, be able to take on the power to determine the curriculum or to employ and dismiss staff. *School Councils* were abolished with effect from 1 November 1989.

Self-governing schools

The Self-Governing Schools Etc (Scotland) Act received Royal Assent on 16 November 1989. The Act enables parents to vote in a ballot to remove their children's school from local authority control and to make it self-governing. The school would be run, and its staff employed, by a *Board of Management* consisting of parents, teacher representatives, the head teacher and members co-opted from the local community. A *self-governing school* will remain within the public sector, will not be allowed to charge fees and will be funded direct by Central Government.

The Act also provides for a new category of *independent school* - the *technology academy*. These are intended to be secondary schools providing free education with a strong scientific and industrial orientation, jointly funded by government and private sponsors.

Inspection

See England, Wales and Northern Ireland.

Independent schools

See England, Wales and Northern Ireland.

2. Pre-school Education

In the pre-school sector (age 2-5 years), the differences between the four parts of the country are less significant than in other areas. Pre-school provision is made either through the local authorities or by independent bodies. Although the provision by an *LEA* of education for children below the statutory school age (5 years) is not required by law, there is provision in the Government's educational expenditure to enable those authorities who wish to do so, to increase their nursery accommodation by converting spare primary accommodation.

The *local authority* may admit children aged between three and five years to separate nursery schools or to nursery classes in primary schools. Attendance is voluntary, and may be on a full-time or part-time basis. In addition to nursery schools, *local authority* Social Services Departments may also provide day nurseries, which accept children below the age of two years. In some *local authorities*, the Education and Social Services Departments collaborate in their care for the under-fives, combining the services offered by a day nursery and a nursery school. Both types of pre-school establishments are subsidized by the State and *local authorities* and therefore do not charge fees.

In addition, there are private nursery schools and pre-school playgroups organized by parents and voluntary or independent bodies, many of which do not charge fees.

In **Northern Ireland**, nursery education is provided in nursery schools and in nursery classes attached to primary schools.

Statistics

	Pupils	Teachers*	Schools
England 1988-89	50,300	1,600	559
Wales 1987-88	2,628**	129	58
Northern Ireland 1988-89	4,868**	153	85
Scotland 1987-88	40,855	850	612

* full-time equivalent.
** full-time + part-time.

Source: DES Statistical Bulletin 8/89.
WO (1989) Statistics of Education in Wales. Schools N°2 1988.
DENI Statistics Branch.
Scottish Information Office. Factsheet 15 - Scottish Education 1990.

3. Compulsory Education

England, Wales and Northern Ireland

The statutory school age in the UK is from 5 to 16. In **England and Wales**, this generally means from the beginning of the school term next after the child's fifth birthday, until the school leaving date next after his/her sixteenth birthday. School leaving dates are:

- the end of the spring term (for pupils born between 1 September and 31 January);
- the Friday before the last Monday in May (for pupils born between 1 February and 31 August).

In **Northern Ireland**, according to the Education Reform (Northern Ireland) Order 1989, the school leaving date for all will be 30 June - the age of the pupils on leaving will therefore vary between 16 and 17 years of age.

Structure

In **England and Wales**, the Education Act 1944 requires that there should be three stages of education: *primary*, *secondary* and *further*. A junior pupil is one who has not attained the age of 12, a senior pupil is one who has attained the age of 12 but has not attained the age of 19. The traditional definition of further education embraces all education which caters for students over the statutory school leaving age of 16 years, including adult and continuing education. However, *further education* now refers to non-advanced post-statutory education, whilst the term *higher education* is used to describe advanced education usually leading to a qualification above *GCE Advanced level*, the *BTEC National Diploma* or their equivalents (see below).

In 1964, legislation permitted the establishment of *middle schools*, which normally provide a four-year course for pupils aged between eight and twelve years, or nine and thirteen years. *Middle schools* are classified either as *primary* (*middle schools deemed primary*) or as *secondary* (*middle schools deemed secondary*) for statistics and funding purposes, depending on the average age of the pupils. Thus, a 9-13 *middle school* would be deemed secondary.

Two-tier (*primary* and *secondary school*) and three-tier (*first*, *middle* and *secondary school*) systems exist side by side, according to the provision within each individual *LEA*.

The **Northern Ireland** statute which requires 3 stages of education, i.e. *primary*, *secondary* and *further*, is the Education and Libraries (Northern Ireland) Order 1986. There is no Northern Ireland equivalent to the *middle school*.

The **school day** is divided into two sessions, one in the morning and one in the afternoon. The school week normally runs from Monday to Friday, with two sessions per day. (In private boarding schools, pupils may also have lessons on Saturday.) The school year consists of 400 sessions, of which 20 may be taken as "occasional holidays". The actual dates of terms and holidays are determined annually - by the *LEA Education Committee* in consultation with the *governing bodies* of individual schools in England and Wales, and by the *Education and Library Boards* and, in the case of a *voluntary school*, the *Voluntary School Authorities* with the approval of the appropriate *Education and Library Board* in Northern Ireland.

In **England and Wales**, *local education authorities* or *governing bodies* of individual schools have a great degree of freedom in relation to the weekly number of lessons, subject to overall minimum requirements. Children under eight years of age must receive at least three hours of secular instruction per day, divided into two sessions. For children aged eight and over, the minimum is four hours of secular instruction.

In **Northern Ireland**, the instruction given in a school is determined by the school authorities with due regard to the ages, abilities and aptitudes of the pupils. The curriculum, syllabus and timetable are subject to the approval of the *Department*. Pupils under the age of 8 years must receive 3 hours of secular instruction per day (other than religious education) and all other pupils must receive 4.5 hours of such instruction in 2 sessions.

Neither *primary* nor *secondary* schools in **England and Wales** charge fees, and books and stationery are provided free. However, by virtue of the Education Reform Act 1988, *LEAs* and *governing bodies* are able to charge for some optional extra activities outside school hours. Charges may not be made for any activity in school except for individual music tuition, nor for activities outside school hours which are provided as part of an examination syllabus or to fulfil statutory requirements of the national curriculum or religious education. *Grant-maintained schools* are subject to the same constraints.

4. England and Wales

4.1 Primary Education

Although the statutory age of starting primary education is five, it is possible to start school at the age of four. On starting school, children in England and Wales go to *infant schools* or *departments*; at seven many go on to *junior schools* or *departments*.

Primary schools are either publicly maintained schools or private institutions. Most *primary schools* are supported from public funds and administered by *local education authorities*. Publicly maintained *primary schools* are mostly co-educational and classes are of mixed ability levels.

Curriculum and assessment

As a result of the Education Reform Act 1988, all *maintained schools* in England and Wales must provide a basic curriculum (see 4.3 below).

Statistics 1987-88

Maintained Schools

	Pupils	Teachers	Schools
England*	3,792,200	168,400**	19,432
Wales	253,501**	11,482**	1,753

* primary and *middle* deemed primary.
** full-time equivalent.

Independent Schools - pre-school, primary and secondary

	Pupils	Teachers	Schools
England	531,000	48,100	2,275
Wales	11,788*	1,143	67

* full-time equivalent.

Source: DES Statistical Bulletin 8/89.
WO (1989) Statistics of Education in Wales. Schools N°2 1988.

4.2 Lower Secondary Education

As mentioned above, compulsory education lasts until 16 years of age throughout the UK. Secondary schools usually admit pupils aged 11 years, but in areas where three-tier systems exist, pupils may transfer from *middle schools* at 12 or 13 years or from *junior high schools* at 14 years. (Pupils' options at the end of the compulsory phase of schooling (16 years) are described below under Upper Secondary Education.)

Schools may be organized in a number of ways, including those that take the full secondary school age range from 11 to 18; *middle schools* whose pupils move on to senior *comprehensive schools* at 12, 13 or 14, leaving at 16 or 18; and schools with an age range of 11 or 12 to 16 combined with a *sixth form* or a *tertiary college* for pupils over 16.

In England, over 90 per cent of secondary pupils attend *comprehensive schools*, which admit pupils without reference to ability or aptitude and provide a wide range of secondary education for all or most of the children of a district. Most other children receive secondary education in *grammar* or *secondary modern schools*, to which they are allocated on the basis of their performance in selection tests, taken at the age of 11:

- *grammar schools* provide a mainly academic course for selected pupils from the age of 11 to 18 or 19;
- *secondary modern schools* provide a general education up to the minimum school leaving age of 16, although their pupils can stay on beyond that age and do so in increasing numbers.

A few *LEAs* still maintain *technical schools* which provide a general academic education, but put considerable emphasis on technical subjects.

In addition, the Education Reform Act 1988 provided for the setting up of *City Technology Colleges (CTCs)*

and *City Technology Colleges of the Arts (CTCAs)*, in order to extend choice of school locally, and to pioneer new approaches to delivery of the curriculum. They are required to offer free education to pupils of all abilities accepted within their catchment areas. They are funded by central government directly and by industrial sponsors. These new schools have to teach all the core and foundation subjects of the national curriculum to all pupils. *CTCs*, however, put considerable emphasis on science and technology across the curriculum, while *CTCAs* will specialize in arts technology, film, video and a range of technical skills related to the arts world.

Curriculum and assessment

As a result of the Education Reform Act 1988, all *maintained schools* in England and Wales must provide a basic curriculum (see 4.3 below).

4.3 Curriculum and Assessment

The **basic curriculum** must include:

a) religious education for all pupils (except those withdrawn by their parents);

b) the National Curriculum, comprising:

- *core subjects* - mathematics, English, science. (In schools in Wales which are Welsh-speaking, Welsh is a core subject.)
- *other foundation subjects* - technology, history, geography, art, music, physical education, plus - for pupils aged 11-16 - a modern foreign language. (In schools in Wales which are not Welsh-speaking, Welsh is a foundation subject.)

Maintained schools must also provide a daily act of collective worship for all pupils except those withdrawn by their parents. The nature of the religious education and collective worship will depend on whether a school is denominational or non-denominational.

For each National Curriculum subject, there will be attainment targets defining what pupils should know, understand and be able to do by the end of four key stages, plus programmes of study showing the ground to be covered. The key stages cover the ages 5-7, 7-11, 11-14, 14-16. Towards the end of each key stage, pupils' progress will be assessed against the attainment targets for each subject. (See also Examinations below.)

Progressive introduction of the National Curriculum began in autumn 1989, with the requirement that all schools should teach all the core and other foundation subjects to pupils aged 5-14 for a reasonable time. At the same time, attainment targets and programmes of study for the core subjects began to be introduced for pupils in certain key stages.

There will be room in the timetable for schools to offer pupils of 14-16 a choice of subjects in addition to those required by the basic curriculum.

LEAs, *governing bodies* and head teachers of individual schools are jointly responsible for ensuring that the basic curriculum is delivered. Schools retain responsibility for determining how they will deliver the curriculum.

The ***Technical and Vocational Education Initiative*** *(TVEI)* - which began in 1983 - is a major educational programme of the Department of Employment's *Training, Enterprise and Education Directorate (TEED)*. It is complementary to the objectives of the National Curriculum, and now involves all local education authorities.

TVEI aims to make the curriculum of 14-18 year olds - at school or college - more relevant to adult and working life. It adopts a practical, problem-solving approach to learning, and encourages the use of new technology throughout the curriculum. The programme suits all ability levels, and tries to break down sex-stereotyping in choice of subject. Other positive results have been the development of new types of teaching and learning, the provision of work experience for all pupils, and the formation of effective business/education partnerships, in which industry may, for example, get directly involved in curriculum planning and delivery.

TVEI programmes are designed and managed by individual local education authorities in line with their own strategies and circumstances, but their proposals must meet nationally agreed *TVEI* criteria. Eighty-one authorities are extending their existing *TVEI* schemes, and the rest are at either the preparatory or pilot stages. Present targets are for all authorities to have schemes running by 1992, and for the whole of the 14-18 age group to have access to a scheme by 1995.

The *TEED* also funds **Compacts**, agreements between employers, young people, schools and colleges in some local education authorities. Employers guarantee a job with training, or training leading to a job for every participating young person who has achieved a set of agreed personal and educational goals and

objectives (attendance, academic achievements, etc). Every school and college involved undertakes to support and encourage young people in the achievement of standards and competencies. The *TEED* has currently awarded funding to 39 *Compacts*: 34 in England, 1 in Wales and 4 in Scotland.

Most schools have a **time-table** of 40 lessons per week, each lasting 35 to 40 minutes. Sometimes lessons are doubled to 70 to 80 minutes, especially in practical subjects such as science, art and craft, design and technology (*CDT*). Some schools divide the day into five lessons lasting one hour each, or seven lasting 45 minutes each.

Examinations

Assessment of pupils at 16 will be linked to the main external examination for lower secondary school pupils - the *General Certificate of Secondary Education (GCSE)*, offered by five separate examining groups in England and Wales. Most of these bodies are attached to a university. Candidates may take as few or as many subjects as they like. The examination is taken at 16 (earlier if the candidate is ready) and candidates are awarded one of seven grades (A-G). Candidates who fail to reach the minimum standard for grade G will be ungraded and receive no certificate.

GCSE courses began in autumn 1986, for the first examinations in summer 1988. The main features of the new system, aimed at improving courses and raising standards of performance, are:

- fewer examining bodies;
- syllabuses based on national criteria;
- differentiated assessment (different papers or questions for different ranges of ability);
- grade-related criteria (grades to be awarded on absolute rather than relative performance).

Although not all pupils take examinations - some because they leave school at Easter, before the examinations are held - it is the intention that virtually all will attain at least a foundation grade in one or more *GCSE* subjects.

No course leading to an external qualification may be taught to a pupil of statutory school age unless the qualification and its associated syllabus have been approved by the Secretaries of State for England and Wales, and the *School Examinations and Assessment Council* retrospectively. For example, the *BTEC First Award* is available in many schools; it is regarded as comparable in standard to *GCSE*. Another of the new courses offered in schools is the pre-vocational Foundation Programme, certificated jointly by *BTEC* and *C&G*, the two principal bodies for external qualifications in the further education sector (see below).

4.4 Post-Compulsory Education (Upper Secondary Education)

Young people over the age of 16 have a number of education and training options open to them. They may stay on in the school sixth form, or they may transfer to a *sixth form college*, a *tertiary college* or a *college of further education*, depending on the system operated in the area they live in. (The three latter types of establishment offer a range of academic and vocational courses for young people over the age of 16. There are differences in the range and number of courses available and in the regulations which govern them. *Sixth form colleges* are part of the schools system, while *tertiary colleges* are part of the further education system). Young people may choose to join the Government-backed *Youth Training Scheme* (see below).

4.4.1 Academic Courses

Curriculum and assessment

Pupils who are likely to go on to university or other higher education courses usually study subjects to *GCE A level* (*Advanced level* of the *General Certificate of Education*), the main external examination offered in schools at upper secondary level, together with supplementary subjects.

The syllabus and examinations of *A levels* are set by *GCE* boards, most of which are attached to universities. (There are seven boards in England and one in Wales.) Examinations are single-subject, and candidates may take as few or as many subjects as they like. (Normally, pupils take two to four.) *A level* papers are generally taken at the age of 18 following a two-year course, but they may be taken earlier if the candidate is ready. Candidates may receive one of five "pass" grades, a "near miss", or be ungraded. Depending on its size, an educational institution may offer between eight and thirty subjects at *A level*, in

different combinations. Each subject requires some six to ten hours' work per week over two years full-time, and builds on the curriculum studied up to *GCSE* level. Courses may also be taken part-time at colleges of further education, or be studied independently.

AS (*Advanced Supplementary*) examinations are a new set of single-subject examinations designed to broaden the curriculum of *A level* pupils by enabling them to take examinations in subjects that complement or contrast with their main subject areas. The courses take half the time of *A levels* - normally spread over two years - but are meant to be just as intellectually demanding. Subject to what can be offered by the schools, there is no limit on the permutations of *A*s and *AS*s pupils may choose. The new courses were introduced in the 1987-88 school year, and the first examinations were held in 1989.

Subjects taken on courses supplementary to *A levels* vary between schools. They will be EITHER subjects studied by all pupils in the sixth form (such as religious education, physical education, personal and social education, general studies, English language, careers education) OR subjects chosen by pupils to complement their *A level* courses. Supplementary courses are sometimes studied for an examination, such as *GCSE* or *AS*.

Pupils who are not studying for *A levels* may be able to take *GCSEs* or some *AS* courses in upper secondary education. In the former case, they may be attempting to improve their performance in *GCSE* courses they have already taken at lower secondary level.

Entry requirements for various forms of further and higher education are expressed in terms of *A level* performance. For example, the normal minimum entry requirement for a first degree course is two passes at *A level*, or the equivalent in *A/AS*s (in practice, many entrants have three or four *A levels*, and some are now offering *AS* passes). Prescribed standards at *A/AS level* are also accepted by some professional bodies as equivalent to parts of their own qualifying examinations.

Entry to other courses of higher education normally requires one or more *A levels*, or the equivalent.

4.4.2 Vocational Courses

Pupils in the upper secondary phase may also take examinations leading to other qualifications, generally of a pre-vocational or vocational nature, awarded, for example, by the *Business and Technician Education Council* (*BTEC*), *City and Guilds of London Institute* (*C&G*), the *Royal Society of Arts* (*RSA*) or the *London Chamber of Commerce and Industry* (*LCCI*). An important new course is the *CPVE* (*Certificate of Pre-Vocational Education*), introduced in 1985. This gives pupils over statutory school age the opportunity to sample different vocational areas within an activity-based learning programme. The *CPVE* is now available over two years as well as one, to give pupils the option of taking *A levels* as their additional studies; various courses offered by the bodies listed above are already taken in this way, which allows pupils to earn credits towards *NCVQ's National Record of Vocational Achievement* (*NROVA* - see below). The *CPVE* can be taken at school or college. It is administered by the *Joint Board for Pre-vocational Education*, under the auspices of *BTEC* and *C&G*.

TVEI (the *Technical and Vocational Education Initiative*: see above, under Curriculum) plays an important part in the 16-18 phase. Although it is not a qualification, its improved careers guidance and counselling equips pupils to make better-informed choices of study and career options. It also tries to ensure that the breadth and balance of the pre-16 curriculum continues beyond the statutory phase.

4.4.3 Further education

Although pre-vocational courses are increasingly found within the school system, most young people who want this kind of provision - or more specialized vocational courses - will generally look to the local colleges of further education. College courses may be taken full-time or - usually in combination with employment - part-time, or on day-release or block-release. The range of courses is enormous, from the kind of foundation or pre-vocational courses already referred to, up to the broadly first degree level of *Higher National Diplomas* - and including a small number of actual degree courses. No single college can offer the whole spectrum, but all colleges pride themselves on the flexibility of their programmes.

Further education is defined as full-time or part-time education after statutory school age - normally in a local college - leading to a qualification no higher than the standard of *GCE A level*. Much of this provision is directly or indirectly vocational or pre-vocational, although the colleges can offer basic, general education and academic courses. *Further education colleges*

also act as a major training resource for their local employment markets, offering many services, including off-the-peg and specially designed courses, lasting anything from a day to several weeks or longer. A number of local authorities have established *tertiary colleges*, in which are concentrated all immediately post-16 educational provision for an area.

Like schools, each *further education college* is managed by a *governing body* appointed by the *local education authority* and - again like those in the schools - these are in the process of acquiring much greater responsibility for the running of the colleges. Their new powers derive from the Education Reform Act 1988, which also reduced the size of *governing bodies*, and required them to be more representative of local employment and professional interests.

The Act also removed the polytechnics and certain other leading colleges from the further education sector and local authority control, designating them Higher Education Corporations, to be funded by the newly-created *Polytechnics and Colleges Funding Council* (*PCFC*). These institutions are thus broadly analogous to the universities, which are now funded by the *Universities Funding Council* (*UFC* - replacing the former University Grants Committee).

4.4.4 National vocational qualifications

Where they meet the criteria, post-16 courses are being accredited within a new national system, the *National Vocational Qualification* (*NVQ*). This is the responsibility of the *National Council for Vocational Qualifications* (*NCVQ*), set up by the Government in 1986 to create and administer a framework to show pupils, trainees and employers exactly what level of achievement a given qualification represents. The *NVQ* is primarily concerned with "competence", defined as a combination of relevant skills, knowledge and understanding, and the ability to apply them. Currently, accreditation is covering Levels 1-4 of the *NVQ*, that is, qualifications up to higher technician levels and their equivalents. The aim is to have up to Level 4 of the framework operational in 1991.

The *NCVQ* is also operating a new system of credit accumulation, through which pupils build towards higher level qualifications. The *National Record of Vocational Achievement* (*NROVA*) is based on units of competence, which are themselves sub-divisions of a *NVQ*.

Any achievements which have been assessed in the course of national training programmes, such as the *Youth Training Scheme* (*YTS*) are also included. *NCVQ* is investigating the potential links between *NROVA* and records of achievement in schools, with the aim of providing for continuous recording of qualifications throughout life.

4.4.5 Examining bodies and their awards

The main examining and validating bodies in the field of vocational qualifications are: the *Business and Technician Education Council* (*BTEC*); the *City and Guilds of London Institute* (*C&G*); the *Royal Society of Arts* (*RSA*); and the *London Chamber of Commerce and Industry* (*LCCI*).

BTEC offers a wide range of certificates and diplomas in business and technical subjects, at three main levels: the *First Certificate and Diploma* are roughly equivalent to the *GCSE*; the *National Certificate and Diploma* are of *A level* standard; and *Higher National Certificates* (*HNC*) and *Diplomas* (*HND*) approach the level of a pass degree. Certificate courses begun over the age of 16 are part-time, normally taken over two years, in tandem with employment. The related Diploma courses may be full-time (lasting two years), or sandwich or part-time (three years each). The courses are developed locally - often in consultation with employers - on the basis of national criteria laid down by *BTEC*. Assessment of students - usually continuous assessment - is undertaken locally, but all assessment and grading is moderated by *BTEC*. *Higher National* qualifications can confer exemptions from the qualifying examinations of a number of professional bodies. In addition, students who do particularly well on the first year of an *HND* course may be able to transfer to a degree course in the same subject area.

C&G has been concerned with vocational education and training for over a hundred years, initially as a course provider, subsequently as a major source of nationally acknowledged technical, industrial and commercial qualifications. Courses designed and developed by *C&G* are offered in local *colleges of further education*, *training centres*, in-house at large companies, *adult education centres* - and increasingly at *secondary schools*, in consultation with the *Secondary Examinations and Assessment Council*. Awards are available in a large number of employment-related subjects, from basic skills and foundation levels up to

Master and Insignia awards, and *C&G's Licentiateship (LCG)*.

As with much of further education, success can provide a foundation for further study and training of many kinds, including *C&G*'s own higher level programmes.

The ***RSA*** too has well over a hundred years of experience as an examining body. Its main concern now is the field of business and secretarial subjects, including office and commercial practice, public administration and foreign languages. Its principal qualifications are examined at three levels: *Elementary*; *Intermediate*; *Advanced*. Many *RSA* schemes are now certificated through in-course assessment procedures.

The ***LCCI*** also offers three levels of qualifications in a wide variety of commercial subjects, available either as single subject Certificates, or group subject Diplomas. A speciality is foreign languages for business use, tested in oral examinations. Office technology is an area of growing interest.

Statistics

Maintained Schools 1987-88

	Pupils	Teachers	Schools
England*	3,239,500	207,200**	4,221
Wales	199,279	12,857**	233

* secondary and *middle* deemed secondary.
** full-time equivalent.

Independent Schools 1988-89 - pre-school, primary and secondary

	Pupils	Teachers	Schools
England	531,000	48,100	2,275
Wales	11,788*	1,143	67

* full-time equivalent.

Source: DES Statistical Bulletin 8/89.
WO (1989) Statistics of Education in Wales. Schools N°2 1988.

4.5 Youth Training

Responsibility for youth training rests with the Employment Department's *TEED* and its *Area Offices (AOs)* until it is transfered to the *Training and Enterprise Councils (TECs)* - *Local Enterprise Companies (LECs)* in Scotland - which are being established in 1990-91.

Youth Training (YT) is the main programme offering a guarantee of 2 years' vocational training for young people under the age of 18, and some others, leading to nationally recognized vocational qualifications. It provides a broad-based vocational education and training and planned work experience, both on the job and off the job, and enables trainees (with some exceptions for young people with special training needs) to work towards a qualification equivalent at least to Level 2 in the framework established by the *NCVQ*.

YT is delivered through contracts with independent Training Providers (often private employers). *TECs/LECs/AOs* are free to develop and deliver patterns and mixes of training best suited to enabling young people to gain qualifications. There is no obligation to maintain a design framework: *TECs/LECs/AOs* may develop hybrid training and education arrangements, for example, part-time training/part-time education funded as a total package. All arrangements must meet minimum requirements and national vocational qualification levels or their equivalents. Training is organized in «units of competence» to be completed towards qualification. These units apply to 25 groups of occupations covering all sectors of agriculture, industry and commerce; they have a broad occupational base and cover trainees' abilities in four areas:

- occupational skills;
- transferable core skills such as numeracy, literacy, communication, computer literacy and information technology;
- ability to transfer skills and knowledge to new situations;
- personal effectiveness such as planning, problem solving and interpersonal skills.

In addition to occupationally-based training and job-related skills, training programmes may include: induction and assessment (usually 13 to 17 weeks), off-the-job training/education (at least 20 weeks over 2 years), as well as guidance, support, health and safety, and review of progress and certification.

On completion of training, *YT* trainees are given a record of achievement; this provides a personal record of what the trainees have achieved during *YT*, enabling them to demonstrate their abilities to future employers, including the vocational qualifications they have acquired.

There are approximately 3,000 *YT* training providers running *YT* provisions for around 400,000 young people. Approximately 250,000 employers are involved in supervised work experience and training on the job.

5. Northern Ireland

5.1 Primary Education

The majority of children up to the age of 11-12 years are educated in *primary schools*; some are educated in the *preparatory departments* of *grammar schools*. The *preparatory departments* of *grammar schools* in Northern Ireland charge fees.

Curriculum and Assessment

As the Education Reform Act 1988 for England and Wales, the Education Reform (Northern Ireland) Order 1989 makes provision for a common curriculum for pupils in compulsory education (see 5.3 below).

Statistics 1988-89

Pupils	184,241
Teachers*	7,920
Schools	978

* full-time and full-time equivalents of part-time.

Source: DENI Statistics Branch.

5.2 Secondary Education

Secondary education normally begins when pupils reach the age of 11. At present, the arrangements for transfer from primary to secondary education are based on a system of attributable testing in which pupils are required to take two tests in their final year of primary education. This system will be phased out with the introduction of «open-enrolment» to secondary education under the Education Reform (Northern Ireland) Order 1989.

There are two main types of school: *grammar* and *secondary schools*. *Grammar schools* provide a range of courses for pupils between 11 and 18 years old whilst *secondary schools* provide a similar range of courses for the 11-16 age group, although some *secondary schools* offer post-16 opportunities.

Grants equal to tuition fees are paid to the schools from public funds for the vast majority of pupils attending secondary education schools.

Curriculum and assessment

As mentioned above, in the Education Reform (Northern Ireland) Order 1989 provision is made for a common curriculum for pupils in compulsory education (see 5.3 below).

Statistics 1988-89

	Secondary	*Grammar**
Pupils	89,968	56,881
Teachers**	6,337	3,507
Schools	174	71

* includes preparatory departments.
** full-time and full-time equivalents of part-time.

Source: DENI Statistics Branch.

5.3 Curriculum and Assessment

There is a common curriculum for pupils in grant-aided schools, with associated formal assessment of pupils at 4 specified stages against specified attainment targets. In addition to religious education, the curriculum of all children of compulsory school age (other than those in independent schools) will be required to include five **areas of study** (six in secondary schools):

English, mathematics, science and technology, the environment and society, creative and expressive studies, language studies (secondary and Irish-speaking schools only).

Within each area of study, at least one subject will be compulsory during certain years of compulsory schooling.

Every pupil will be formally assessed, through centrally-determined arrangements, at ages 8, 11, 14 and 16 in the compulsory subjects.

At the end of compulsory school age, most pupils sit the *General Certificate of Secondary Education* (*GCSE*) examination . In the two years after this, most pupils staying at school follow *GCE A level* courses. Standards in Northern Ireland examinations are generally comparable with those in England and Wales.

5.4 Further Education

The third stage of public education is further education, that is full-time and part-time education for persons over compulsory school age. The *further education colleges* are owned and managed by the area boards and have most of their expenditure met from public funds.

The colleges vary greatly in size and in the diversity of courses which they provide. The courses provided by them are subject to continuing change to meet the changing needs of individual pupils, employers and the community. The content of vocational courses is as required by the national examining and validating bodies.

5.5 Youth Training

In Northern Ireland, the *Youth Training Programme* (*YTP*) provides a 2-year programme to 16-year-old school leavers combining training, further education and work experience in the 1st year and either employment with training or more specialized full-time training in the 2nd year.

While in England and Wales *YT* is mainly employer-led, *YTP* is organized by *Training Centres*, *Community Workshops* and *Further Education Colleges* in cooperation with employers providing work experience places. From April 1990, providers have had to apply for *Recognized Training Organization* (*RTO*) status by demonstrating that they meet quality standards. *RTOs* will manage two years of training for young people in or out of work.

6. Scotland

6.1 Compulsory Education

As in England, Wales and Northern Ireland, compulsory schooling begins around the age of 5 and lasts until 16.

The leaving dates for pupils who have reached age 16 are the end of the Christmas term and the end of the summer term.

School education is divided into primary (ages 5-12) and secondary (ages 12-16 (compulsory) and 16-18 (post-compulsory)). All Scottish education authority secondary schools are *comprehensives*, offering all types of courses to pupils of all abilities. Public-sector school education is provided free, as are books and stationery. As in the rest of the UK, further education (for pupils aged 16+) is provided by the *education authorities* both in schools and in further education colleges and in the Government-funded *central institutions* and *colleges of education*, as well as in the Universities, which receive funding on a UK level.

There is no legislation as to the pattern of the school day and week but it is usual for there to be two sessions per day - one in the morning and one in the afternoon - within a five-day week (Monday - Friday).

The school year must last 190 days for pupils - actual dates of terms and holidays are determined by the education authority - and 195 days for teachers.

6.2 Primary Education

Normally, children enter a co-educational primary school at about the age of 5 and, after following a 7-year course, transfer to secondary school at about the age of 12. Schools vary in size according to the community they serve; a one-teacher rural school may serve a much bigger area than a larger city primary school.

Curriculum and assessment

The Government recommends that primary education is based on a number of broad curricular areas, set in an appropriate balance. These are:

language, mathematics, environmental studies (which includes aspects of history, geography, science, basic understanding of society and local government), expressive arts, religious and moral education.

The primary curriculum is not centrally prescribed but the Government is proceeding with a review of the primary curriculum and will be issuing new subject guidelines for the 5-14 age group, with parallel guidelines for parents. New assessment guidelines, report cards and nationally standardized tests in language and mathematics in years 4 and 7 will also be introduced.

Statistics 1988-89

Education Authority Schools

Pupils	437,590
Teachers*	22,197
Schools	2,378

Source: SED Statistical Bulletin No 9/B1/1990, Pupils and Teachers in Education Authority Primary and Secondary Schools.

Independent (+ Grant-Aided) Schools - pre-school, primary and secondary

Pupils	34,464
Teachers*	3,238
Schools	129

* full-time equivalents.

Source: SED Division 1, Branch 1.

6.3 Secondary Education

More than 99% of pupils in *education authority* secondary schools in Scotland attend schools with a *comprehensive* intake and 90% of these schools provide education on an all-through basis covering 4 years of compulsory and 2 years of optional secondary education. Because of local circumstances, there are some *comprehensives* at which courses may extend to 4 years or less; pupils may transfer at the end of their second or fourth years to a six-year *comprehensive*. In the remote and sparsely populated areas, where secondary schools do not provide a full range of courses, parents have the option of sending their child to the *comprehensive school* serving the area, rather than to the local school.

6.3.1 Lower Secondary (Compulsory)

Curriculum

At lower secondary level, in the 4 years of compulsory education, the curriculum is divided into 2 stages, each lasting 2 years.

Unlike in England, where a «core curriculum» is now mandatory, the Scottish curriculum is not prescribed by law, and education authorities and head teachers have considerable freedom to decide what courses should be available in any individual schools. All schools are, nevertheless, expected to follow certain guiding principles recommended by the Secretary of State.

Schools are recommended to design their curriculum using the following 8 modes proposed by Sir James Munn in his report «The Structure of the Curriculum in the third and fourth years of the Scottish Secondary School» SED/CCC 1977. All subjects taught fall within the scope of one or other of the 8 modes and every pupil in compulsory secondary education should study subjects from each of them:

language and communication, mathematical studies and applications, scientific studies and applications, social and environmental studies, technological activities and applications, creative and aesthetic activities, physical education, religious and moral education.

The first 2 years of secondary education are regarded as an exploratory period during which the progress of each pupil is carefully observed and pupils are given a wide variety of subjects so that they can find out where their particular aptitude, abilities and interests lie. An outline of typical provision is shown below.

Common to all Schools	Additional Options in Schools
English	Latin/classical studies
a modern foreign language	health studies
mathematics	drama
science	modern studies
technical education	outdoor education
home economics	local/environmental studies
geography	media studies
history	business studies
art	Gaelic
music	social education
physical education	a second foreign language
religious education	computing

At the end of their second year, decisions are taken as to what subjects will be followed and although some selection of subjects may be necessary at this stage, the general aim is to maintain a well-balanced curriculum for all pupils. Whatever structure of curriculum is adopted, the Government regards it as essential that English, mathematics and science are studied by all pupils. The Government's intention is that a modern foreign language should join those subjects by 1992.

In April 1983, the Secretary of State announced the Government's plans for the major reform of the curriculum and assessment arrangements in the third and fourth years of secondary education in Scotland. The new system brought in new ways of teaching and assessing traditional subjects and introduced a number of new multi-disciplinary courses, together with a range of short courses and modular courses.

Assessment

Courses in chosen subjects may lead, depending on pupils' performance, to *Scottish Certificate of Education* examinations at *Standard* or *Ordinary Grade*. The *Standard* (or *Ordinary*) *Grade* is normally taken at age 16. From August 1984, *Ordinary Grade* courses and awards have gradually been replaced by new *Standard Grade* courses and awards.

The *Standard Grade Certificate* takes into account performance in examinations (gradings from 1 to 7) and the school's own assessment of pupils. *Standard Grade* is awarded at three levels: Credit, General and Foundation.

The short and modular courses may eventually cumulate to the new *National Certificate* at the post-compulsory level.

6.3.2 Upper Secondary (Post-Compulsory)

Curriculum and assessment

In the post-compulsory fifth and sixth years, pupils are offered a wide curricular choice. At the heart of the curriculum are the courses leading to the *Scottish Certificate of Education* examination at *Higher Grade*, which serves as an entry to higher education, including universities. It is usually taken at age 17. A *Certificate of Sixth Year Studies* can be taken in up to a maximum of 3 subjects by pupils who have obtained "Highers" in the subjects concerned.

Revised courses for *Higher Grade* and the *Certificate of Sixth Year Studies* are being prepared to ensure a smooth progression from *Standard Grade*.

The ***Technical and Vocational Education Initiative*** *(TVEI)*, launched in 1984 in Scotland and in full operation in 1988, offers a 4-year curricular programme to 14-18 year olds, to help them to bridge the gap between school, further education and employment by introducing a wide range of technical and vocational studies into a wider curriculum (see pages 189 and 190).

Vocational education and training

Much of the vocational education delivered to pupils aged 16+ takes place in *education authority further education colleges*.

There are 49 *further education colleges* in Scotland provided by *education authorities*, including four specialist agricultural colleges.

The *colleges of further education* are managed by councils which are representative of industry, commerce, education authorities and occasionally district councils, other bodies using the college, employees, college staff and students. Most of the larger colleges have well established links with local industry and commerce.

The Self-Governing Schools, etc (Scotland) Act 1989 has reformed the management of further education colleges. During 1990, college councils were reconstituted so that at least half the places are held by private or public sector employers, and not more than one-fifth by local authority representatives, with guaranteed places for staff and students. Education authorities will be required to delegate substantial powers to college councils and colleges will be able to undertake commercial activities.

The typical further education college offers a wide range of courses at non-advanced and advanced levels. The courses are mainly vocational in kind and include both theoretical and practical work. The needs of industry and students are met by the provision of a number of types of course:

- vocational and general education for post-16 students and trainees;
- link courses for school pupils;
- industrial pre-employment training serving specific employer needs or the requirements of the *TEED*;
- off-the-job training for the *Youth Training Programme*; and
- vocational and non-vocational evening classes.

Further education colleges have in recent years increased considerably their provision of updating and retraining courses for local industries.

The principal examining body for vocational further education in Scotland is the *Scottish Vocational Education Council (SCOTVEC)*, which makes awards at non-advanced levels for a wide range of courses in the technical and business sectors.

At the non-advanced level, students undertake *National Certificate* courses based on modules or short units of study normally to be completed in 40 hours. Students can study modules either part-time or full-time, and their performance is continuously assessed throughout. Achievement in each module is recorded on a *Record of Education and Training* awarded by *SCOTVEC*. There are 2,500 such modules available.

SCOTVEC are now phasing in a major reform of their advanced level qualifications, a central feature of which will be restructuring into units leading to *HNC* or *HND* qualifications. A new qualification - The *Scottish Vocational Qualification (SVQ)* - is being introduced to combine *SCOTVEC National Certificate* or *Higher National* qualifications with those gained in the workplace. The *SVQ* will be analogous to the *National Vocational Qualification* operating elsewhere in the UK.

Statistics 1986-87

Education Authority Schools

Pupils	344,400
Teachers*	26,000
Schools	440

Independent (+ *Grant-Aided*) Schools - pre-school, primary and secondary

Pupils	33,300
Teachers*	2,900
Schools	201

* full-time equivalent.

Source: Bas c Educational Statistics (Scotland), SED.

6.4. Youth Training

Information on Youth Training in Scotland is included in the description of Youth Training in the section on England and Wales (see p. 193).

EURYDICE

The Education Information Network in the European Community

Educational cooperation in the Community

The education systems in the twelve EC Member States vary considerably and this variety, which is the result of historic and cultural factors, is itself a source of wealth.

In order to ensure that this diversity does not become an obstacle to the free movement of people, it is essential to provide effective information on the operation and structures of the education systems.

It is also vital for each country to benefit from the experience of its Community partners and thus contribute to the development of European educational cooperation.

In February 1976, the Council of the European Communities and the Ministers of Education adopted an action programme in the field of education. They agreed among other things to set up an information network in order to increase and improve the circulation of information in the area of education policy ([1]).

This information network, known as EURYDICE, is designed therefore to underpin the developing programme of educational cooperation within the European Community.

It was recognized in 1990 as the chief instrument for providing information on national and Community structures, systems and developments in the field of education ([2]).

In accordance with their own distinctive education structures, each Member State has designated at least one Unit to participate in the network and the Commission of the European Communities has arranged the establishment of the EURYDICE European Unit, which is part of the network.

EURYDICE is based on the mutual cooperation of all the Units. In addition, the European Unit coordinates and animates the network.

(1) Official Journal n° C38, 19.02.1976, p.1.

(2) Official Journal n° C329, 31.12.1990, p.23.

Eurydice's kontorer
Eurydice - Informationsstellen
Eurydice Information Units
Unités du Réseau Eurydice
Unità di Informazione Eurydice

Eurydice Informatiediensten
Μονάδες του Δικτύου Πληροφορτών Ευρυδίκη
Unidades de la Red Eurydice
Unidades da Rede Eurydice

EUROPEAN COMMUNITY
The Eurydice European Unit
Rue d'Arlon 15
B-1040 Brussels
Tel.: 238.30.11
Telefax: 230.65.62

BELGIQUE/BELGIE
Unité francophone d'Eurydice
Communauté française
Organisation des Etudes
Rue de la Science 43
B-1040 Bruxelles
Tel.: 238.86.91
Telefax: 238.86.97

Nederlandstalige dienst van Eurydice
Ministerie van Onderwijs
Informatie- en documentatiedienst
Koningsstraat 150
B-1000 Brussel
Tel.: 210.54.01 / 210.53.93
Telefax: 210.54.09

DANMARK
Eurydice's Informationskontor i Danmark
Undervisningsministeriet
Frederiksholms Kanal 25 D
DK-1220 København K
Tel.: 92.52.01
Telex: 22275
Telefax: 92.55.67

BUNDESREPUBLIK DEUTSCHLAND
Eurydice Informationsstelle beim
Bundesministerium für Bildung und Wissenschaft
Heinemannstrasse 2
D-5300 Bonn 2
Tel.: 57.28.33
Telex: 885666
Telefax: 57.20.96

Sekretariat der Ständigen Konferenz der Kultusminister der Länder
Nassestrasse 8
D-5300 Bonn 1
Tel.: 50.12.70
Telex: 886587
Telefax: 50.13.01

ESPAÑA
Unidad Nacional de Eurydice
Centro Nacional de Investigación
y Documentación Educativa
Ciudad Universitaria s/n
E-28040 Madrid
Tel.: 549.66.81
Telefax: 543.73.90

FRANCE
Unité Nationale d'Eurydice
Ministère de l'Education Nationale, de la Jeunesse et des Sports
D.A.G.I.C./7
Bd Saint-Germain 173
F-75006 Paris
Tel.: 40.65.66.65
Telex: 270925
Telefax: 45.44.57.87

HELLAS
Evrydiki
Ypourgio Paidias ke Thriskevmaton
Diefthinsi Evropaikis Kinotitas
Mitropoleos 15
GR-10185 Athens
Tel.: 323.74.80
Telex: 216270
Telefax: 324.82.64

IRELAND
E.C. Section Eurydice Unit
Department of Education
6th floor – Ahollo House
Tara street
EIR-Dublin 2
Tel.: 73.47.00
Telex: 31136
Telefax: 67.91.315

ITALIA
L'Unità Nazionale di Eurydice
Ministero della Pubblica Istruzione
Biblioteca di Documentazione Pedagogica
Palazzo Gerini, Via Buonarroti, 10
I-50122 Firenze
Tel.: 241.187/241.188
Telefax: 242.884

LUXEMBOURG
Unité Nationale d'Eurydice
Centre de Psychologie et d'Orientation Scolaires
Route de Longwy 280
L-1940 Luxembourg
Tel.: 45.64.46.604
Telex: 3311 MENJ LU
Telefax: 45.45.44

NEDERLAND
Nationale dienst van Eurydice
Bibliotheek en Documentatie
Ministerie van Onderwijs en Wetenschappen
Postbus 25000
NL-2700 LZ Zoetermeer
Tel.: 53.19.11 (poste 3502)
Telex: 32636
Telefax: 51.19.53

PORTUGAL
Unidade Nacional de Eurydice
Ministério da Educação
Gabinete de Estudos e Planeamento
Av. Miguel Bombarda 20
P-1093 Lisboa Codex
Tel.: 793.60.95
Telex: 63553 GEPME P
Telefax: 793.45.38

UNITED KINGDOM
Eurydice Unit London
National Foundation for Educational Research
The Mere, Upton Park
GB-Slough, Berks SL1 2DQ
Tel.: 57.41.23
Telefax: 69.16.32

Eurydice Unit Scotland
Scottish Office Education Department
Room 4/55
New St. Andrew's House
St. James Centre
GB-Edinburgh EH1 3SY
Tel.: 244.51.24
Telefax: 244.47.85

Commission of the European Communities
Task Force: Human Resources, Education, Training, Youth

EURYDICE – The Education Information Network in the European Community

CEDEFOP – European Centre for the Development of Vocational Training

Structures of the Education and Initial Training Systems in the Member States of the European Community

EURYDICE and CEDEFOP

Brussels: Eurydice European Unit

1991 – 200 pp. – 21,0 × 29,7 cm

DE, EN, FR

ISBN 2-87116-164-X